

Edited by **SCOTT MAGELSEN** and **RHONA JUSTICE-MALLOY**

ENACTING HISTORY



Enacting History Enacting History

Liane Tanguay



Enacting History Enacting History:

Enacting History Mira Hirsch, Janet E. Rubin, Arnold Mittelman, 2020-06-15 *Enacting History* is a practical guide for educators that provides methodologies and resources for teaching the Holocaust through a variety of theatrical means including scripted texts verbatim testimony devised theater techniques and process oriented creative exercises A close collaboration with the USC Shoah Foundation I Witness program and the National Jewish Theater Foundation Holocaust Theater International Initiative at the University of Miami Miller Center for Contemporary Judaic Studies resulted in the ground breaking work within this volume The material facilitates teaching the Holocaust in a way that directly connects students to individual people and historical events through the art of theater Each section is designed to help middle and high school educators meet curricular goals objectives and standards and to integrate other educational disciplines based upon best practices Students will gain both intellectual and emotional understanding by speaking the words of survivors as well as young characters in scripted scenes and developing their own performances based on historical primary sources This book is an innovative and invaluable resource for teachers and students of the Holocaust it is an exemplary account of how the power of theater can be harnessed within the classroom setting to encourage a deeper understanding of this defining event in history

Enacting History Scott Magelssen, Rhona Justice-Malloy, 2011-03-18 *Enacting History* is a collection of new essays exploring the world of historical performances The volume focuses on performances outside the traditional sphere of theatre among them living history museums battle reenactments pageants renaissance festivals and adventure tourism destinations This volume argues that the recent surge in such performances have raised significant questions about the need for interest in and value of such nontraditional theater Many of these performances claim a greater or lesser degree of historical accuracy or authenticity and the authors tease out the representational and historiographic issues related to these arguments How for instance are issues of race ethnicity and gender dealt with at museums that purport to be accurate windows into the past How are politics and labor issues handled in local or state funded institutions that rely on volunteer performers How do tourists expectations shape the choices made by would be purveyors of the past Where do matters of taste or censorship enter in when reconciling the archival evidence with a family friendly mission Essays in the collection address among other subjects reenactments of period cookery and cuisine at a Maryland renaissance festival the roles of women as represented at Minnesota's premiere living history museum Historic Fort Snelling and the Lewis and Clark bicentennial play as cultural commemoration The editors argue that historical performances like these regardless of their truth telling claims are an important means to communicate document and even shape history and allow for a level of participation and accessibility that is unique to performance *Enacting History* is an entertaining and informative account of the public's fascination with acting out and watching history and of the diverse methods of fulfilling this need

Enacting Praxis Kelly P. Vaughan, Isabel Nuñez, 2023 This book is grounded in the field of curriculum studies within which we ask

What do curriculum workers do outside of graduate schools of education How do scholar practitioners K 12 teachers teacher educators and community educators do curriculum work influenced by theory and that influences theorizing in our field In this book we will highlight the work of six influential curriculum studies scholars Maxine Greene Janet Miller William Pinar William Schubert William Watkins and Carter G Woodson After introducing and contextualizing the work of the featured scholar we will include three chapters by scholar practitioners teachers teacher educators and community educators influenced by the work and ideas of the featured scholar These essays illustrate how curriculum studies scholars are influencing practice in a variety of places explore the ways that curriculum studies theorizing can be an intervention against technical pedagogical or curricular approaches and focus on the conversations between theory and practice **Preserving**

Western History Andrew Gulliford,2005-08-15 The first collection of essays on public history in the American West

Re-Enacting the Past Mads Daugbjerg,Rivka Eisner,Britta Knudsen,2017-10-02 What is re enactment and how does it relate to heritage Re enactments are a ubiquitous part of popular and memory culture and are of growing importance to heritage studies As concept and practice re enactments encompass a wide range of forms from the annual Viking Moot festival in Denmark drawing thousands of participants and spectators to the re staged war photography of An My L to the Titanic Memorial Cruise commemorating the centennial of the ill fated voyage to the symbolic retracing of the Berlin Wall across the city on 9 November 2014 to mark the 25th anniversary of its toppling Re enactments involve the sensuousness of bodily experience and engagement the exhilarating yet precarious combination of imagination with historical fact in the moment negotiations between and within temporalities and the compelling drive to re make or re presence the past As such re enactments present a number of challenges to traditional understandings of heritage including taken for granted assumptions regarding fixity conservation originality ownership and authenticity Using a variety of international cross disciplinary case studies this volume explores re enactment as practice problem and or potential in order to widen the scope of heritage thinking and analysis toward impermanence performance flux innovation and creativity This book was originally published as a special issue of the International Journal of Heritage Studies **History as a Science: The Philosophy of**

R.G. Collingwood Jan van der Dussen,1981-10-31 1 1 COLLINGWOOD S RECEPTION Collingwood s scholarly reputation is a complicated and variegated affair For one has not only to make a distinction between his reputation during his life and after his premature death in 1943 but also between his reputation as a philosopher and as an archaeologist and historian Collingwood himself considered philosophy as his primary occupation and his work in archaeology and history as that of an amateur This work however reached the highest standards and his contributions to archaeology and history have always been appreciated accordingly Though Collingwood s reputation as the main expert on Roman Britain in the period between the two wars remains unchallenged modern developments in this field have inevitably superseded his contributions and made them primarily voices from a past period Philosophy was the other half of Collingwood s scholarly life In his own thinking

there was always a close relationship between philosophy and archaeological and historical practice His interpreters have not always recognized this connection I have met archaeologists who were surprised to hear that Collingwood was a philosopher as well who either did not know that he had been a practising and philosophers archaeologist and historian or thought it no more than a private hobby Collingwood s reputation as a philosopher was very different from the one he gained in archaeology and history For in the philosophical climate at Oxford between the wars he was always an isolated figure

History, Memory, Performance D. Dean,Y. Meerzon,K. Prince,2014-12-04 History Memory Performance is an interdisciplinary collection of essays exploring performances of the past in a wide range of trans national and historical contexts At its core are contributions from theatre scholars and public historians discussing how historical meaning is shaped through performance **Applied History** Benjamin Franklin Shambaugh,1916 *The Idea of History* Robin George

Collingwood,1993 The Idea of History is the best known work of the great Oxford philosopher historian and archaeologist R G Collingwood Published posthumously in 1946 it examines how the idea of history has evolved from the time of Herodotus to the twentieth century and offers Collingwood s own view of what history is This revised edition has a substantial new introduction which discusses how scholars have responded to Collingwood s classic over the last fifty years It also makes available for the first time some of Collingwood s lectures on the philosophy of history essential for a fuller understanding of his thought and in particular for the interpretation of The Idea of History itself **Applied History** ,1916 **Teaching**

History for Justice Christopher C. Martell,Kaylene M. Stevens,2021 Learn how to enact justice oriented pedagogy and foster students critical engagement in today s history classroom Over the past 2 decades various scholars have rightfully argued that we need to teach students to think like a historian or think like a democratic citizen In this book the authors advocate for cultivating activist thinking in the history classroom Teachers can use Teaching History for Justice to show students how activism was used in the past to seek justice how past social movements connect to the present and how democratic tools can be used to change society The first section examines the theoretical and research foundation for thinking like an activist and outlines three related pedagogical concepts social inquiry critical multiculturalism and transformative democratic citizenship The second section presents vignettes based on the authors studies of elementary middle and high school history teachers who engage in justice oriented teaching practices Book Features Outlines key components of justice oriented history pedagogy for the history and social studies K 12 classroom Advocates for students to develop thinking like an activist in their approach to studying the past Contains research based vignettes of four imagined teachers providing examples of what teaching history for justice can look like in practice Includes descriptions of typical units of study in the discipline of history and how they can be reimaged to help students learn about movements and social change **History of the Philosophy of History** Robert Flint,1893 [The Bloomsbury Handbook of Experimental](#)

[Approaches to Roman Archaeology](#) Lee Graña Nicolaou,Tatiana Ivleva,Bill Griffiths,2024-12-12 This volume is the first

comprehensive overview of Roman experimental archaeology exploring its key themes methodologies and applications through a diverse array of international case studies Experiments simulations and reconstructions are important methods for understanding the past from uncovering how ancient objects and structures were made used destroyed deposited and affected underground to illuminating the experiences of tasting ancient foods fighting alongside comrades or living in replicated structures Although the incorporation of experimentation has had great success in prehistoric studies greater reliance on the wealth of literary and material sources remaining from the classical period has meant that its potential for Roman studies has yet to be fully realised The 26 chapters in this book are divided into 5 thematic parts each of which opens with a contextualizing introduction that frames the detailed case studies found in individual chapters and showcases the actual and potential diversity of experimentation as applied to the Roman past by scholars re enactors and practitioners in the heritage sector In laying out a detailed guide to Roman experimental archaeology the volume as a whole maps its past present and future and provides a firm foundation for further practical research and collaboration In doing so it reasserts that experiments and reconstructions are a significant resource for testing or developing theories rather than merely artistic replicas and that the vast amount of quantifiable data they yield can be invaluable in support of interpretations of relevant archaeological or historical evidence regardless of the period in question and beyond the confines of academia We Are What We Remember Laura Mattoon D'Amore,Jeffrey Meriwether,2013-01-16 Commemorative practices are revised and rebuilt based on the spirit of the time in which they are re created Historians sometimes imagine that commemoration captures history but actually commemoration creates new narratives about history that allow people to interact with the past in a way that they find meaningful As our social values change race gender religion sexuality class our commemorations do too We Are What We Remember The American Past Through Commemoration analyzes current trends in the study of historical memory that are particularly relevant to our own present our biases our politics our contextual moment and strive to name forgotten overlooked and denied pasts in traditional histories Race gender and sexuality for example raise questions about our most treasured myths where were the slaves at Jamestowne How do women or lesbians protect and preserve their own histories when no one else wants to write them Our current social climate allows us to question authority and especially the authoritative definitions of nation patriotism and heroism and belonging How do we un commemorate things that were mis commemorated in the past How do we repair the damage done by past commemorations The chapters in this book contributed by eighteen emerging and established scholars examine these modern questions that entirely reimagine the landscape of commemoration as it has been practiced and studied before The Philosophy of History in France and French Belgium and Switzerland Robert Flint,1893 **The Wiley International Handbook of History Teaching and Learning** Scott Alan Metzger,Lauren McArthur Harris,2018-04-10 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning

draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day

Hijacking History Liane Tanguay, 2013-01-01 In *Hijacking History* Liane Tanguay unravels the ideology behind an American enterprise unprecedented in scope ambition and brazen claim to global supremacy the War on Terror She argues that the fears anxieties and even the hopes encoded in American popular culture account for the public's passive acceptance of the Bush administration's wars overseas and violation of many of the rights privileges and freedoms they claimed to defend In her analysis Tanguay critically examines the neoconservative contention that the current system of liberal democratic capitalism represents the peak of human evolution a claim that creates the impression of a post historical age Establishing a continuity between the post historical imaginary and the attacks of 9 11 the book examines the links between shifting justifications for the war renewed militarism and capitalist globalization Reviewing a wide range of media including Hollywood films network television and presidential rhetoric Tanguay calls for a revival of politics in popular culture and rejects the politics of fear as disseminated by mass media A timely retrospective on the War on Terror *Hijacking History* examines popular representations of US military action and dissects both the logic and the aesthetics by which the dominant discourses strive to justify war while revealing how some of those forces can ultimately contribute to an ideology of resistance

History Comes Alive M. J. Rymza-Pawlowska, 2017-10-03 During the 1976 Bicentennial celebration millions of Americans engaged with the past in brand new ways They became absorbed by historical miniseries like *Roots* visited museums with new exhibits that immersed them in the past propelled works of historical fiction onto the bestseller list and participated in living history events across the nation While many of these activities were sparked by the Bicentennial M J Rymza-Pawlowska shows that in fact they were symptomatic of a fundamental shift in Americans relationship to history during the 1960s and 1970s For the majority of the twentieth century Americans thought of the past as foundational to but separate from the present and they learned and thought about history in informational terms But Rymza

Pawlowska argues that the popular culture of the 1970s reflected an emerging desire to engage and enact the past on a more emotional level to consider the feelings and motivations of historic individuals and most importantly to use this in reevaluating both the past and the present This thought provoking book charts the era s shifting feeling for history and explores how it serves as a foundation for the experience and practice of history making today **The Long Afterlife of Nikkei Wartime Incarceration** Karen M. Inouye,2018-03-13 The Long Afterlife of Nikkei Wartime Incarceration reexamines the history of imprisonment of U S and Canadian citizens of Japanese descent during World War II Karen M Inouye explores how historical events can linger in individual and collective memory and then crystallize in powerful moments of political engagement Drawing on interviews and untapped archival materials regarding politicians Norman Mineta and Warren Furutani sociologist Tamotsu Shibutani and Canadian activists Art Miki and Mary Kitagawa among others Inouye considers the experiences of former wartime prisoners and their on going involvement in large scale educational and legislative efforts While many consider wartime imprisonment an isolated historical moment Inouye shows how imprisonment and the suspension of rights have continued to impact political discourse and public policies in both the United States and Canada long after their supposed political and legal reversal In particular she attends to how activist groups can use the persistence of memory to engage empathetically with people across often profound cultural and political divides This book addresses the mechanisms by which injustice can transform both its victims and its perpetrators detailing the dangers of suspending rights during times of crisis as well as the opportunities for more empathetic agency *The Parliamentary History of England from the Earliest Period to the Year 1803* Great Britain. Parliament,1813

Enacting History Enacting History Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has be more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Enacting History Enacting History**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Table of Contents Enacting History Enacting History

1. Understanding the eBook Enacting History Enacting History
 - The Rise of Digital Reading Enacting History Enacting History
 - Advantages of eBooks Over Traditional Books
2. Identifying Enacting History Enacting History
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Enacting History Enacting History
 - User-Friendly Interface
4. Exploring eBook Recommendations from Enacting History Enacting History
 - Personalized Recommendations
 - Enacting History Enacting History User Reviews and Ratings
 - Enacting History Enacting History and Bestseller Lists

-
5. Accessing Enacting History Enacting History Free and Paid eBooks
 - Enacting History Enacting History Public Domain eBooks
 - Enacting History Enacting History eBook Subscription Services
 - Enacting History Enacting History Budget-Friendly Options
 6. Navigating Enacting History Enacting History eBook Formats
 - ePub, PDF, MOBI, and More
 - Enacting History Enacting History Compatibility with Devices
 - Enacting History Enacting History Enhanced eBook Features
 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Enacting History Enacting History
 - Highlighting and Note-Taking Enacting History Enacting History
 - Interactive Elements Enacting History Enacting History
 8. Staying Engaged with Enacting History Enacting History
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Enacting History Enacting History
 9. Balancing eBooks and Physical Books Enacting History Enacting History
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Enacting History Enacting History
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Enacting History Enacting History
 - Setting Reading Goals Enacting History Enacting History
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Enacting History Enacting History
 - Fact-Checking eBook Content of Enacting History Enacting History
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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