

# 全球化进程中的历史教育:

## 亚欧教科书叙事特征比较

主编

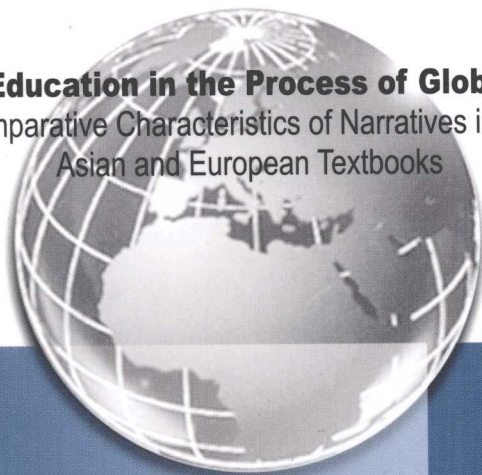
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Comparative Characteristics of Narratives in the  
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## 全球化进程中的历史教育:亚欧教科书叙事特征比较

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# 前言

[德]苏珊·波普

作为国际历史教育协会(International Society of History Didactics, ISHD)的主席,我很荣幸地为本书致辞。本书来自于一次非常成功的大会。这次大会是由上海华东师范大学与奥格斯堡大学合作举办的。在我尊敬的同事孟钟捷副教授的帮助下,会议于2011年10月31日到11月2日在上海成功召开。该会议开启了历史教育学领域内富有成效的学术合作。华东师范大学历史系与奥格斯堡大学人文—历史学系新近建立了合作伙伴关系,共同推行博士生交换项目以及历史教育学领域中的研究等。这些成果也是上述学术合作发展中的第一步。

本书汇集了中国、韩国和德国学者的研究成果,其中包括历史教育学领域的专家和历史学研究的代表们。会议主题为“1945年以来世界史的呈现:亚洲与德国/欧洲教科书叙事特点的比较”。1945年后的全球历史转折点得到了特别重视,其中“冷战”及其在“公共历史”中的国际史地位获得了更加充分的探讨。

本次会议的主题与深刻的全球性变革联系在一起——首先是第二次世界大战的结束以及40年后“冷战”的终结。与其相关的是全球性政治力量对比的变化和全球化进程的显著加快。鉴于会议的主题,下列事件显得尤为重要:两个德国的重新统一、中国崛起为一个具有国际性影响力的经济强国、亚洲各区域的活力四射以及欧洲一体化的进程。与此同时,全球化进程的发展,意味着历史教学在总体上、尤其在世界史教学上面临着新的挑战。它也促使我们不仅讨论与内容相关的诸多简单元素,而且还要对一些基本观念进行反思。

本次会议的成果显示,所有卷入全球化的国家都正在讨论,在全球化进程影响下,同时也为了在本国史和全球性历史视角下达成新的平衡,传统的世界史教学所面临的转型。历史教学普遍寻求的目标是:促使青年一代理解本国历史和本民族文化,同时推动他们把自身融入到世界史和人类史的总体之中。在任何有可能的地方,跨越国界的语境、交往关系和互动,以及我们审视自身和他人如何审视我们的历史途径,都可以被视为本民族和本文化历史的一种创造性力量。

目前的世界史教学,不能局限于把不同国家的历史和世界各区域的历史如同彼此孤立的容器那样堆砌在一起。这种做法正受到全球化时代和当今广泛发展的挑战。这些趋势通过当今的全球性结构和过去的跨区域结构,把各个国家和各种文化联系在一起。在全球性网络和历史信息传播的时代,年轻一代必须学会诠释主要的历史关系,理解互动,改变自身的观点,并把他们自身视为更宏大的相互作用的总体中的一个组成部分,来进行分析。除了其他许多因素以外,全球化还产生了另一种挑战,亦即理解在复杂的跨区域联系的背景下地区和国家发展的总体原因。旧的领土原则是为了民族的历史编纂学而建构起来的,并且决定了旧的世界史形式。如今,该原则已经不再是分析国家史和世界史的主流观点。与此同时,这也意味着学生们对于历史教学中的需求,以及他们的复杂的知识水平,都已经增长许多。

“冷战”这一主题,制造出了一种两极全球秩序,而这种格局在1989年最终瓦解。与此同时,它也触发了一个时代,这个时代催生一种与众不同的对抗性的观念。全世界范围内的各国历史教材,都把自身和自身的政治观点描绘为热爱和平与积极正面的,同时相应地把对手塑造成意识形态上茫然无知的、不人道的和侵略性的。双方都有选择地呈现历史,并以相同的方式展开政治宣传。因此,从历史教育学的视角研究“冷战”时,人们也需要承担重大的责任,把学校中的历史教育和“公共历史”联系在一起。许多证据表明,全球化进程会削弱人们熟悉的社会身份认同,并由此唤起一种更强大的需求,旨在确保历史身份认同。目前,许多人都在探寻源于某一区域、民族、文化或宗教的历史的社会从属关系——即使他们对历史知之甚少,缺乏兴趣,因为许多身份认同的问题,可能会遭到意识形态和政治企图的剥削和滥用。不同民族与社会之间层出不穷的关于历史教科书的争端,可以体现出这种趋势。上述现象只是为数众多的案例之一,这些案例都说明,历史意识和历史文化(例如博物馆、展览会、纪念仪式、周年纪念和纪念碑等)以及历史教学和历史教科书,都有可能成为矛盾的因素。一方面,它们可以通过回顾敌对和武装冲突的历史,为不同社会的融合与不同民族的和解而服务。另一方面,它们也可能由于传播消极的陈规、敌对观念和单边的历史思想,加剧排斥和轻视邻国、其他民族、其他文化以及少数民族群的倾向,并且挑唆侵略。这种做法会激化和平生活的民族和国家之间的紧张关系,也可能扰乱社会内部的和平与稳定。显然,与宗教紧密相关的历史是合法性的重要依据,也是普及政治和意识形态策略的重要手段。

因此,历史教学的首要任务,就是帮助生活在全球化时代的、多元文化和多元媒体背景下的年轻一代人,学会使用一种公正的、平衡的和有效的方法论观点,去

理解其他民族和文化的历史以及本国少数民族的历史。在历史课堂上,促使学生以历史的视角恰当地思考,并且通过利用历史学科所特有的方法做出独立的判断——这是重要的步骤之一。学生们应该把历史理解为多元因素的产物,并以不同的视角去诠释历史,分析各种史料和叙述,识别并避免单边思想和错误归纳的危险影响,洞悉他者视角和自身视角的相互依赖。反之亦然。另一个重要步骤是促使课程和教材摆脱固有陈规、偏见、敌对和不对称观念的影响。开放地讨论民族和文化历史上经常受到质疑或者略过不提的方面,显得尤为重要。两次世界大战的罪责和大屠杀在德国被视作“不良遗产”。此外,被遗忘的传统得以重新拾起,从而促使历史教学不只是延续当下视角下的主流观点。在不断发生变化的当下,批判性地反映当前历史思维的特定情境是十分重要的。我们透过历史主义的案例不难发现,作为历史主体的社会和妇女史、日常生活史、被压迫民族和少数民族的历史等,都没有在 20 世纪后半叶的社会变革之后彻底过时。所有这些课题仍然是国际历史教育协会所组织的众多学术会议和刊物多年以来所探讨的主题。

最后,我需要提出本次会议的第三个焦点。学者们讨论了有关“公共历史”的各种见解。这种非正式的历史表述方式——基于现代媒体——正日益广泛地影响青年和公众,其地位仅次于正式的历史表述形式——历史教学,以及准正式的历史表述形式——如博物馆、展览会和纪念碑、周年纪念以及纪念日等。当今的年轻人从电影、电视纪录片、电子游戏、动漫或大众历史杂志中,而不是通过学校和家庭来汲取历史知识。在绝大多数情况下,他们更多地着迷于以此类方式来认识历史,而非通过历史课堂。因为“公共历史”必须覆盖广泛的受众群,它既不要求受众拥有一定的历史知识水平,也不需要他们进行大量的思考和系统性的学习。在通常情况下,娱乐大众的意图比学术关怀发挥了更大的作用,特别是在商业利益的背景下。为了娱乐大众并且不对受众要求过多,典型的策略往往是背离有价值的历史教育的要求。复杂的历史联系被急剧地简化,例如简化为黑白对立。个人的个性和戏剧性的事件被过度强调,需要加以区别的复杂结构和基本条件却被省略。人们使用大量冲击性的图像,而这些图像不被视为史料加以利用,却被视作例证,以用来激发情绪。批判性的技术分析和来源分析、多元思考、多角度审视以及慎重的判断则显得不再那么重要了。更严重的是,如果大众媒体上的“公共历史”,不仅叙述了错误或不仅正确的历史信息,而且公开或隐蔽地传播某种政治和意识形态观点,从而导致缺乏批判能力的受众产生偏见和敌视思想。

但是,“公共历史”和历史教育所要求的历史叙述,并不是必然相互排斥的。事实上,有一些出色的案例表明,学术专家参与公共历史,确保了其保持高度的学术

和历史教育的水准。对国际历史教育协会而言,“公共历史”体现了学校历史教学和官方的历史文化之外的一个重要研究领域。随着电视、网络和其他媒体改变人们认识历史的途径,其重要性将在未来日益增长。历史教育学专家必须批判性地分析媒体的呈现,以及媒体在“公共历史”领域内呈现历史内容的方式。他们必须发展历史教育学关于历史教学的观点,能赋予学生所需的技能,从而批判性地审视历史。同样重要的是,人们应对“公共历史”领域中高质量的历史叙述制定标准,并积累好的实践经验。

上海会议讨论的主题,囊括了国际历史教育协会的研究和感兴趣的主要领域(ISHD: <http://www.int-soc-hist.didact.org/>)。国际历史教育协会是一个学术组织,旨在通过国际学术合作,来促进历史教育学领域的学术研究。其学术研究的范围不局限于历史教学、课程或教科书以及教学材料,也包括历史意识、历史文化和“公共历史”的广泛领域。目前协会的成员遍布五大洲,每年出版一本学术刊物(年鉴),定期组织国际学术会议和区域性、国家和国际性的学术合作,目的是通过跨学科联系,推动历史教育学的发展。

协会创立于1980年。在德国慕尼黑附近的特青(Tutzing)举行的一次学术会议期间,德国、荷兰和意大利的学者共同创办了这个组织。在当时的会议上,下列国家的代表加入了协会:奥地利、比利时、喀麦隆、丹麦、法国、德国、意大利、荷兰以及瑞士。不久以后,学会就开始与欧洲以外的许多国家展开学术交流。20世纪80年代,协会与“铁幕”另一端——亦即苏联阵营的学者合作,具有特殊的重要性,因为历史教育协会认为,促使成员与邻国和前敌国开展国际合作是协会的一项重要使命——这也包括跨越阵营边界的合作。历史教学和历史教科书往往在通过本国历史进行政治教育时发挥重要作用。

此外,另一个原因也促使国际合作具有重要意义。20世纪80年代,历史教育学的学术研究正处于新时代的边缘。根据“历史意识”和“历史文化”等概念,一系列该领域的研究课题在德国出现,其范围远远超越了历史教学,开始探索一些新的主题,包括历史对个人和集体的引导功能,历史身份认同的作用,他人的视角和自身的视角,排斥和包容,知觉的模式和套路。通过学术会议和学术刊物,这种学术趋势找到了使本学科融入学术规范,并催生了比较研究的学术兴趣。

即使在今天,学术研究的焦点仍然集中在与全球化进程直接或间接相关的诸多问题上,学科的多元化大幅增加。在任何情况下,国际合作都有助于历史教育学的进步——对历史意识和历史文化、历史教学以及公共展开学术讨论。一方面,本学科的这些课题仍然是以国家的视角和国家传统的形式塑造的,只能通过比较的



方法加以诠释。另一方面,历史教育,历史文化和“公共历史”的潜在的两极结构依然强大,既能产生或强化国际交流、和解,也能引发相互疏远、轻视和侵略。

所有国家的历史教育都面临巨大的挑战,无论他们的历史经验、历史文化以及他们历史教育的主题和方法有多么迥然不同,这种现实也赋予了国际交流的显著价值。国际交流能引导比较分析,发现彼此的相似性和区别,明确人们对自身、学术传统和学术思路的认识,并创造理论、方法论、历史传承、课程以及观察实验等领域内展开合作的可能性。

因为中国历史教学发展的水平较高,我认为这次会议的召开是国际历史教育协会的一笔宝贵财富,也是开展国际合作的第一步。我希望对孟教授表达诚挚的谢意,他出色地组织了本次会议。我也想要感谢上海华东师范大学的殷勤好客。由于孟先生及华师大的努力,本次会议使我们难以忘怀。最后,我想要感谢所有来自中国、韩国以及欧洲的与会学者,他们贡献了自己的真知灼见,促成了一届激动人心的、硕果累累的学术会议。这让我们获益良多。(沈辰成 译)

# Preface

Susanne Popp

As the president of the International Society of History Didactics (ISHD) I am very pleased to present the documentation of a very successful conference, that was organised by the East China Normal University in Shanghai in cooperation with the University of Augsburg and took place from the 31<sup>st</sup> of October till the 2<sup>nd</sup> of November in 2011 in Shanghai, with my esteemed colleague Professor MENG Zhongjie. It represents the beginning of a hopefully fruitful scientific cooperation in the field of History Didactics. The newly established university partnership of the history faculty of the East China Normal University and the philological-historical faculty of the University of Augsburg as well as the exchange of Ph.D. Students, researching in the field of History Didactics, are an initial step in this direction.

The documentation assembles contributions of Chinese, South Korean and German researchers, which includes experts of History Didactics and representatives of historical studies. The topic of the conference was “Representation of the world history from 1945 up to now. Comparing the characteristics of the Asian and German/European textbook narratives”. Of significant importance was the global turning point of history after 1945, in which the presentation of the “Cold War” and its international historical role in “public history” was discussed more thoroughly.

The topic of this conference is linked to profound global changes — first of all the end of World War II and 40 years later the end of the “Cold War”, which was connected to the shift of the global political balance of power and a significant acceleration of globalisation processes. Regarding the topic of the conference the following points are especially important: The reunification of the two German states, the rise of the People’s Republic of China to an internationally influential economic power as well as the dynamic of the Asian regions and the progress of the European integration. At the same time the developments connected to globalisation signify new challenges for the organisation of history teaching in general and especially for the world history teaching. It also initiates discussions that will not only put single elements with

regard to content, but also basic concepts to the test.

The contributions of this conferences show that all of the involved states are discussing the transformation of traditional world history teaching with regard to globalisation processes and at the same time are aiming at a new balance between national and global historical perspectives. It is the overall goal to find ways for history teaching, that will enable the young generation to develop an understanding of their own states history and their own culture and to fit their OWN into the WHOLE of world history and the history of human kind. Wherever this seems possible transnational contexts, exchange relationships and interactions as well as the historical way we see ourselves and how others see us are to be taken into consideration as a creative power of the history of ones own nation and culture.

World history teaching today can not be limited to stringing the history of different states and world religions together like isolated containers. It rather has to take up the challenges of the global age and present comprehensive developments through which single states and cultures are today linked together in a global frame today and a transregional frame in the past. In the age of the world wide web and the circulation of historical information the young generation has to learn to assess major connections of history, understand interactions, vary their point of view and to analyse their Own as part of a great interacting Whole. Next to a lot of other things globalisation stands for the challenge to recognize general causes for regional and national developments in complex supraregional connections. Today the old territoriality principle, that was constitutive for national histography and also determined the old form of world history, no longer provides the dominant point of reference of the analysis of the national and world history. At the same time, this means that the demands on history teaching and the complex intellectual capacity of the students rise considerably.

Tackling the topic of the “Cold War”, which produced a bipolar global order that declined in 1989, led to an era that fostered distinctive antagonistic concepts of an enemy at the same time. History books in every country worldwide described themselves and their political concepts as peace-loving and positive, while the opposing side was presented to the students as equally ideologically blinded, inhuman and aggressive. Both parties presented history selectively and politically tendentious in the same way. Therefore dealing with the era of the “Cold War” from a historical didactic perspective also refers to the great responsibility that is connected to historical education within schools and “public history”. There are many indicators that globalisation processes undermine peoples familiar social identity and thus evoke a stronger need for the security of a historic identity. Today many people search for a social

affiliation that proceeds from the history of a region or nation, a culture or religion — even though they know only little about history and are barely interested in it. Because of that many identity questions can be exploited and abused for ideological and political purposes. This can be seen in the growing number of new conflicts over history textbooks taking place between nations and societies. This phenomenon is only one of many examples, showing that the history awareness and history culture (e. g. Museums, exhibitions, commemorative ceremonies, anniversaries, monuments) as well as history teaching and textbooks can be ambivalent factors. On one hand they can serve for the integration of societies and the peaceful conciliation of nations, that look back at a history of hostility and armed conflicts. On the other hand they can strengthen the exclusion and disparagement of neighbours, other nations and cultures as well as of minorities and also evoke aggression by spreading negative stereotypes, concepts of an enemy and one-sided historical opinions. This overstrains the peaceful live together of people and nations and can also disturb the inner peace and solidarity of a society. What can be seen clearly is that history next to religion is a highly influential factor for the legitimacy and popularisation of political and ideological strategies.

Thus the primary task of history teaching is to assist the young generation living in a multicultural and multi-media world of globalisation to assume an impartial, balanced and a well founded methodological view on the history of other nations and culture as well as minorities in their own country. It is an important step to enable the students of history classes to think historically correct and to obtain an independent judgement by using subject-specific methods. They are supposed to understand history as something multi-causal and to look at it from different perspectives, analyse sources and depictions, recognise and avoid the danger of one-sidedness and wrong generalisations and to gain insight into the mutual dependence of the perceptions by others and self perception, and vice versa. Another step however is to rid the curricula and history textbooks of stereotypes, prejudices, concepts of enemies and asymmetries. Here it is especially important to openly discuss those aspects of the national and cultural past that often are problematic or aren't mentioned at all. The crimes of two World Wars and the holocaust are referred to as "negative inheritance" in Germany. Additionally forgotten traditions have to be taken into consideration so that history teaching doesn't only continue which seems to be predominant within the present perspective. In a present that is constantly changing, it is important to critically reflect the situatedness of the present historic thinking. Through the example of historicism we saw that neither the society as responsible body for history nor the history of women or the daily life or the history of oppressed nations and minorities wanted to accept

that this position has become completely obsolete in the aftermath of the societal change during the second half of the 20. century. All this are topics that the International Society of History Didactics has been discussing in numerous conferences and publications for several years now.

Ultimately the third focal point of the conference needs to be mentioned. Different contributions discussed the topic “public history”. This informal form of conveying history — based on modern media — has more and more influence on the youth and the public asserting its position next to the formal form of conveying history in history teaching and the semi-formal form which takes place in museums, exhibitions and memorials as well as anniversaries and commemoration days. Today young people learn about history from movies, TV documentaries, video games, comics or even popular history magazines instead of school or their families. Most often they are more fascinated by this kind of learning about history than by history classes, since “public history” has to reach a broad audience and can neither ask for previous historic knowledge nor great intellectual efforts and certainly no systematic learning. Often the intention to entertain the audience plays a bigger role than scientific care, especially with commercial interests in the background. In order to entertain and not ask too much of the audience typical strategies are used that often go against standards of a valuable didactic historical education. Complex historic connections are strongly simplified and reduced to black and white contrasts for instance. Individual personalities and dramatic events are overaccentuated while complex structures and basic conditions that need to be seen differentiated are not taken into account. Numerous striking pictures are used, that are not explored as sources but are used for illustration and often to evoke emotions. A critical technical analysis and the analysis of sources, multi-causal thinking, the examination from different perspectives and a deliberative judgement become less important. Even more serious is “public history” in mass media if it not only conveys wrong or half true information, but openly or in a concealed form spreads political and ideological messages, that provide an uncritical audience with prejudices and concepts of enemies.

But “public history” and a didactically demanding way of conveying history are not necessarily mutually exclusive. Indeed there are very good examples scientific experts are involved in, that ensure the maintaining of high technical and didactic standards. For the International Society of History Didactics “public history” represents an important scope of tasks next to history teaching in schools and official historical culture. Since television, internet and other media will change the way people deal with history its importance will grow in the future. Thus didactics experts will have to critically analyse the medial presentation and the presentation in terms of content of history in the field of

“public history”. They will have to develop didactic concepts for history teaching which will give the students the needed competences for a critical examination of history. At the same time it is equally important to develop standards for a good quality for conveying history in “public history” and to present good practical experiences.

The topical focus points of the conference in Shanghai presented here correspond to the main areas of interest and research of the International Society of History Didactics (ISHD; <http://www.int-soc-hist.didact.org/>). It is a scientific organisation, whose goal it is to promote scientific research in the field of didactics through international cooperation. The scientific research is not limited to the area of history teaching, the curricula or textbooks and teaching materials but also includes the broad field of historical awareness, historical culture and “public history”. The society, that has members from five continents by now, publishes an annual scientific magazine (yearbook-*Annales-Jahrbuch*), organises regular international conferences and cooperates with regional, national and international research associations in order to also support the development of history didactics in interdisciplinary links.

The society was founded in 1980 during an organisational meeting in Tutzing near Munich in Germany by scientists from Germany, the Netherlands and Italy. In this conference representatives from the following countries took part: Austria, Belgium, Cameroon, Denmark, France, Germany, Italy the Netherlands and Switzerland. Within a short period of time a scientific exchange with many non-European countries evolved. The cooperation with colleagues from on the other side of the “Iron Curtain” in the 1980ies, meaning the area of the former soviet sphere of influence, was of particular importance, since the Society of History Didactics considered it an important task of its members to contribute to the international communication with neighbours and former enemies-also across the borders of the block formation. That history teaching and history textbooks often had quite an important role in the course of this results from the function of national history for political education.

Additionally the international cooperation was significant for another reason. During the 1980s the scientific research of History Didactics was on the verge of a new era. With the concepts of “history awareness” and “historical culture” a scope of tasks in this discipline was developed in Germany that was a lot more than history teaching and that explored topics including the individual and collective guiding function of history, the role of historical identity, the perceptions by others and self perceptions, exclusions and inclusion, perceptual patterns and stereotypes. Through conferences and publications this orientation found its way into scientific standards of this discipline and fostered the interest in comparative studies.

Even if today the focus lies on questions that are connected to globalisation processes directly or indirectly, the diversity of the discipline is much greater. In any case the international cooperation is constitutive for History Didactics—for scientifically discussing history awareness and historical culture, history teaching and public history. On the one hand the subjects of this discipline are still shaped by national perspectives and national traditions that can only be seen by using comparative perspectives. On the other hand the bipolar potential of history teaching, historical culture and “public history” is still so strong as to generate or strengthen either international communication and reconciliation or alienation, contempt and aggression.

All nations are facing comparable challenges of historical education no matter how different their historical experiences, their historical culture and also their topics and methods for history teaching may be, which also makes the international cooperation so valuable. The exchange leads to comparative analyses and discovering similarities and differences, sharpens the awareness for one's Own and for scientific traditions and approaches and opens the possibility of cooperating in the theoretical, methodological, contextual, curricular and empirical area.

In the face of the highly developed historical didactic research in China I consider it a great asset on the part of the International Society of History Didactics that this conference took place and therefore a first step towards an international cooperation was taken. I cordially want to express my gratitude to Professor Meng who excellently organised the conference. I also want to thank the East China Normal University in Shanghai for the exceedingly generous hospitality. It is due to Mr. Meng and his university that this conference will be unforgettable for us. Finally I want to thank all the colleagues from China, South-Korea and Europe for providing an insight in their work and contributing to an exciting and scientifically fruitful conference that we all gained the most out of.

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