

Alhuwalhia, P., Atkinson, S., Bishop, P., Christie, P., Hattam, R. & Matthews, J.
(2012) *Reconciliation and Pedagogy: Postcolonial politics* London: Routledge.

Reconciliation is one of the most significant contemporary challenges in the world today. In this innovative new volume, educational academics and practitioners across a range of cultural and political contexts examine the links between reconciliation and critical pedagogy, putting forward the notion that reconciliation projects should be regarded as public pedagogical interventions, with much to offer to wider theories of learning. While ideas about reconciliation are proliferating, few scholarly accounts have focused on its pedagogies. This book seeks to develop a generative theory that properly maps reconciliation processes and works out the pedagogical dimensions of new modes of narrating and listening, and effecting social change. The contributors build conceptual bridges between the scholarship of reconciliation studies and existing education and pedagogical literature, bringing together the concepts of reconciliation and pedagogy into a dialogical encounter and evaluating how each might be of mutual benefit to the other, theoretically and practically. This study covers a broad range of territory including ethnographic accounts of reconciliation efforts, practical implications of reconciliation matters for curricula and pedagogy in schools and universities and theoretical and philosophical considerations of reconciliation/pedagogy. It will be of great interest to students and scholars of peace and reconciliation studies, educational studies and international relations.

This book contains the following: (1) Rethinking Reconciliation and Pedagogy in Unsettling Times (Robert Hattam, Stephen Atkinson and Peter Bishop); (2) Reconciliation as a Resource for Critical Pedagogy (Robert Hattam and Julie Matthews); (3) Beyond Reconciliation: Reflections on South Africa's Truth and Reconciliation Commission and Its Implications for Ethical Pedagogy (Pam Christie); (4) Suffering, Memory and Forgiveness: Derrida, Levinas and the Pedagogical Challenges of Reconciliation in Cyprus (Michalinos Zembylas); (5) "Walking the Talk": East-West Reflections on the Wisdom of Remembrance, Forgiveness, Forgetting and a "Good Enough" Reconciliation Pedagogy (Claudia Eppert) (6) Disorderly Narratives Public Pedagogies, Popular Culture and Reconciliation (Vicki Crowley); (7) In the Market for Reconciliation? (Donna Houston, Gregory Martin and Peter McLaren); (8) The Reconciliatory Pendulum: Memory, Ceremonies and Pedagogy in the Development of Palestinian-Jewish Integrated Education in Israel (Zvi Bekerman); (9) Growing Understanding: Issues in Mainstream Education in Indigenous and Traditional Communities (Zane Ma Rhea); and (10) Reconciliation Pedagogy in South African Classrooms: from the Personal to the Political (Ana Ferreira, Hilary Janks, Ingrid Barnsley, Charles Marriott, Monique Rudman, Helen Ludlow, and Reville Nussey).

ERIC