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In creating interpretive strategies for maritime sites, archaeologists and resource managers often are required to think creatively to overcome challenges and problems. These issues include interpreting sites in inaccessible locations and extremely deep water, enabling and controlling access to fragile sites and restricted areas, monitoring visitor behavior, making information interesting to a wide audience, and creating opportunities for public engagement, among other concerns. Meeting Challenges presents cutting-edge interpretation and public education strategies for maritime resources, both on land and underwater, with emphasis on solving the unique problems often associated with presenting these fragile, limited-access sites as heritage attractions and on developing effective visitation and civic engagement opportunities. The examples presented ideally can serve as models for resource managers, archaeologists engaged in interpretation, and site administrators. This volume brings together a diverse group of heritage professionals to discuss issues they ' ve encountered and to present ideas and case studies for adapting, improvising, and overcoming them.

The Oxford Handbook of the Archaeology of Death and Burial reviews the current state of mortuary archaeology and its practice, highlighting its often contentious place in the modern socio-politics of archaeology. It contains forty-four chapters which focus on the history of the discipline and its current scientific techniques and methods. Written by leading, international scholars in the field, it derives its examples and case studies from a wide range of time periods, such as the middle palaeolithic to the twentieth century, and geographical areas which include Europe, North and South America, Africa, and Asia. Combining up-to-date knowledge of relevant archaeological research with critical assessments of the theme and an evaluation of future research trajectories, it draws attention to the social, symbolic, and theoretical aspects of interpreting mortuary archaeology. The volume is well-illustrated with maps, plans, photographs, and illustrations and is ideally suited for students and researchers.

Annually published since 1930, the International bibliography of Historical Sciences (IBOHS) is an international bibliography of the most important historical monographs and periodical articles published throughout the world, which deal with history from the earliest to the most recent times. The works are arranged systematically according to period, region or historical discipline, and within this classification alphabetically. The bibliography contains a geographical index and indexes of persons and authors.

This handbook has two purposes: it is intended (1) as a handbook of Etruscology or Etruscan Studies, offering a state-of-the-art and comprehensive overview of the history of the discipline and its development, and (2) it serves as an authoritative reference work representing the current state of knowledge on Etruscan civilization. The organization of the volume reflects this dual purpose. The first part of the volume is dedicated to methodology and leading themes in current research, organized thematically, whereas the second part offers a diachronic account of Etruscan history, culture, religion, art & archaeology, and social and political relations and structures, as well as a systematic treatment of the topography of the Etruscan civilization and sphere of influence.

In the early 16th century - having succeeded in establishing themselves in Europe, Asia, Africa, and the Americas - Spain and Portugal became the first imperial powers on a worldwide scale. Between 1580 and 1640, when these two entities were united, they achieved an almost global hegemony, constituting the largest political force in Europe and abroad. Although they lost their political primacy in the 17th century, both monarchies survived and were able to enjoy a relative success until the early 19th century. This collection answers the question as to how and why their cultural and political legacies persist to date. Part I of the book focuses on the construction of the monarchy, examining the ways different territories were integrated into the imperial network, mainly by inquiring to what extent local political elites maintained their autonomy and to what a degree they shared power with the royal administration. Part II deals primarily with the circulation of ideas, models, and people, observing them as they move in space. It also examines how they coincide in the court, which was a veritable melting pot in which the various administrations that served the kings and the various territories belonging to the monarchy developed their own identities, fought for recognition in what they considered their proper place in the global hierarchy. Part III explains the forms of dependence and symbiosis that were established with other European powers, such as Genoa and the United Provinces. Attempting to reorient the politics of these States, political and financial co-dependence often led to bad economic choices. The book discards the portrayal of the Iberian monarchies as the accumulation of many bilateral relations arranged in a radial pattern, arguing that these political entities were polycentric - that is to say, they allowed for the existence of many different centers which interacted and thus participated in the making of empire. The resulting political structure was complex and unstable, albeit with a general adhesion to a discourse of loyalty to king and religion.

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This book brings together scholars to reflect upon the significance and meaning of local and regional history, focusing on how these histories impact people's cultural identity through traditions, culture, language, and politics. Scholars from all over the world analyze the process of communal identity construction – the feeling of belonging to one state or nation regardless of one's legal citizenship status – by focusing on case studies from North America, South America, Africa, and Europe. By analyzing the cultural and social aspects of community formation through language, religion, symbols, politics, race, and blood ties, these papers reveal that national identity, rather than being an inborn trait, is more often a result of the presence of common elements in the daily lives of individuals.

Timaeus of Tauromenium (350 – 260 BC) wrote the authoritative work on the Greeks in the Western Mediterranean and was important through his research into chronology and his influence on Roman historiography. Like almost all the Hellenistic historians, however, his work survives only in fragments. This book provides an up-to-date study of his work and shows that both the nature of the evidence and modern assumptions about historical writing in the Hellenistic period have skewed our treatment and judgement of lost historians. For Timaeus, much of our evidence is preserved in the polemical context of Polybius' Book 12. When we move outside that framework and examine the fragments of Timaeus in their proper context, we gain a greater appreciation for his method and his achievement, including his use of polemical invective and his composition of speeches. This has important implications for our broader understanding of the major lines of Hellenistic historiography.

This book examines the evolving representations of the colonial past from the mid-19th century up to decolonization in the 1960s and 70s – the so-called era of Modern Imperialism – in post-war history textbooks from across the world. The aim of the book is to examine the evolving outlook of colonial representations in history education and the underpinning explanations for the specific outlook in different – former colonizer and colonized – countries (to be found in collective memory, popular historical culture, social representations, identity-building processes, and the state of historical knowledge within academia). The approach of the book is novel and innovative in different ways. First of all, given the complexity of the research, an original interdisciplinary approach has been implemented, which brings together historians, history educators and social psychologists to examine representations of colonialism in history education in different countries around the world while drawing on different theoretical frameworks. Secondly, given the interest in the interplay between collective memory, popular historical culture, social representations, and the state of historical knowledge within academia, a diachronic approach is implemented, examining the evolving representations of the colonial past, and connecting them to developments within society at large and academia. This will allow for a deeper understanding of the processes under examination. Thirdly, studies from various corners of the world are included in the book. More specifically, the project includes research from three categories of countries: former colonizer countries – including England, Spain, Italy, France, Portugal and Belgium – , countries having been both colonized and colonizer – Chile – and former colonized countries, including Zimbabwe, Malta and Mozambique. This selection allows pairing up the countries under review as former colonizing-colonized ones (for instance Portugal-Mozambique, United Kingdom-Malta), allowing for an in-depth comparison between the countries involved. Before reaching the research core, three introductory chapters outline three general issues. The book starts with addressing the different approaches and epistemological underpinnings history and social psychology as academic disciplines hold. In a second chapter, evolutions within international academic colonial historiography are analyzed, with a special focus on the recent development of New Imperial History. A third chapter analyses history textbooks as cultural tools and political means of transmitting historical knowledge and representations across generations. The next ten chapters form the core of the book, in which evolving representations of colonial history (from mid-19th century until decolonization in the 1960s and 1970s) are examined, explained and reflected upon, for the above mentioned countries. This is done through a history textbook analysis in a diachronic perspective. For some countries the analysis dates back to textbooks published after the Second World War; for other countries the focus will be more limited in time. The research presented is done by historians and history educators, as well as by social psychologists. In a concluding chapter, an overall overview is presented, in which similarities and differences throughout the case studies are identified, interpreted and reflected upon.

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