

Annotation #3

The article, *Teaching for Diversity? Exploring an Irish Dimension in the School History Curriculum since c. 1970* by Paul Bracey, explores the history of a perceived integrated group in British society and how their historical depiction continues to be an issue. The island of Ireland and Great Britain are both part of the greater British Isles, and their national histories have and will always intertwine. Since the 16th century, English colonization as well as religious persecution of the Irish have ranged from the Anglicization of Northern Ireland and as harsh as the Potato Famine of the 19th century. However, sociologists tend to celebrate the assimilation of the Irish in British society during the migrations of the 19th century and neglected the oppression that they have been through, and to a certain extent, still going through today. The article then points to the 70s and 80s when the British government actively tried to increase anti-racism awareness towards the Irish population especially with the ongoing Troubles in Northern Ireland. The goal was to create an Irish dimension within British history, just as various ethnic minority dimensions like Black British history is implemented. Unfortunately, the author states that the inclusion of an Irish dimension is still unsatisfactory.

This can be an example that I can use for an unsatisfactory implementation of diversity within historical education. While reading the article, I have the feeling that the author depicted a scenario where the Irish and black population in British society were competing for representation of their past trauma in history textbooks, and perhaps that can be an identifying factor for the lack of success when two minorities are not united in the effort to bring diversity to the country's wider knowledge. But this article is very useful in showing the change of the implementation of historical diversity from the 70s to today, and it can be useful to show the evolution of academia.

Bracey, P. (2006). Teaching for diversity? Exploring an Irish dimension in the school history curriculum since c.1970. *History of Education*, 35(6), 619–635.
<https://doi.org/10.1080/00467600600966330>