

| | |
|--------------------------------|--|
| 1. Record Nr. | UNINA9910380756603321 |
| Titolo | Nationhood and Politicization of History in School Textbooks : Identity, the Curriculum and Educational Media / / edited by Gorana Ognjenovi, Jasna Jozeli |
| Pubbl/distr/stampa | Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2020 |
| ISBN | 9783030381219 3030381218 |
| Edizione | [1st ed. 2020.] |
| Descrizione fisica | 1 online resource (298 pages) |
| Disciplina | 379 379.155 |
| Soggetti | Education and state Learning, Psychology of Education - History Historiography History - Methodology Educational Policy and Politics Instructional Psychology History of Education Historiography and Method |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Foreword: Sarajevo in the twentieth century, or, the manufacture of European history; Anne Madelain -- Chapter 1. Nationhood and the politicization of history in school textbooks; Gorana Ognjenovi and Jasna Jozeli -- Chapter 2. The ideologization of history education and textbooks in Slovenia (Yugoslavia) during socialism, 1945-1990; Mateja Režek -- Chapter 3. Ideological changes in the history textbooks of Montenegro; Saša Kneževi and Nebojša agorovi -- Chapter 4. Kosova under Yugoslavia (1945-1999) in the history textbooks of Kosova and Serbia; Shkëlzen Gashi -- Chapter 5. History, identity and curricula: Public debates and controversies over the proposal for a new history curriculum in Croatia; Snježana Koren -- Chapter 6. Phantoms |

of Neverland: The tale of three+ history textbooks; Gorana Ognjenovi -- Chapter 7. Where and how do pupils in Serbia learn about the 1990s Yugoslav wars?; Marko Šuica, Ana Radakovi, and Slobodan Rudi -- Chapter 8. To believe or not to believe: Current history textbooks in Bosnia and Herzegovina; Goran Šimi -- Chapter 9. The most golden age: A discourse analysis of representations of medieval Bosnia in secondary school history textbooks in the Federation of BiH; Sead S. Fetahagi -- Chapter 10. Teaching history with an ethno-nationalistic approach: History textbooks in the education system of Bosnia and Herzegovina; Jasna Jozeli -- Chapter 11. The myth of victimization in Macedonian history textbooks (1991-2018); Darko Leitner Stojanov and Petar Stojanov -- Chapter 12. Southeast Europe in history textbooks: A variety of selective perceptions; Zrinka Štimac -- Chapter 13. Afterword; Sabine Rutar.

Sommario/riassunto

"This book offers a comprehensive and thoroughly researched analysis of politicization of history in school textbooks in South-East Europe. It successfully combines primary empirical research with valuable theoretical insights and in this way provides a unique comparative look at new states that have emerged after the break-up of the Yugoslav federation." —Siniša Maleševi, University College Dublin, Ireland "This book is not only necessary readings for student in South East Europe after the break-up of Yugoslav federation, it also offers important insights about the rise of populism and nationalism in various parts of the world. Anyone who is interested in countries that are perpetually in a state of "frozen conflict" can learn much about the cultural and social mechanisms behind conflict, and develop pro-active methods of protecting human rights by reading this insightful and thoroughly researched book." —Idil Eser, Former General Secretary of AI Turkey This book explores how school history textbooks are used to perpetuate nationalistic policies within divided regions. Exploring the 'divide and rule' politics across ex-Yugoslav successor states, the editors and contributors draw upon a wide range of case studies from across the region. Textbooks and other educational media provide the foundations upon which the new generation build understanding about their own context and the events that are creating their present. By promoting nationalistic politics in such media, textbooks themselves can be used as tools to further promote and preserve ongoing hostility between ethnic groups following periods of conflict. This edited collection will appeal to scholars of educational media, history education and post-conflict societies. Gorana Ognjenovi is Research Fellow at the University of Oslo, Norway. Jasna Jozeli is a PhD candidate at the Norwegian Centre for Human Rights, Norway.
