

## Historija Za Iv Razred Gimnazije

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.

Yellow Star, Red Star asks why Holocaust memory continues to be so deeply troubled—ignored, appropriated, and obfuscated—throughout Eastern Europe, even though it was in those lands that most of the extermination campaign occurred. As part of accession to the European Union, Jelena Subotić shows, East European states were required to adopt, participate in, and contribute to the established Western narrative of the Holocaust. This requirement created anxiety and resentment in post-communist states: Holocaust memory replaced communist terror as the dominant narrative in Eastern Europe, focusing instead on predominantly Jewish suffering in World War II. Influencing the European Union’s own memory politics and legislation in the process, post-communist states have attempted to reconcile these two memories by pursuing new strategies of Holocaust remembrance. The memory, symbols, and imagery of the Holocaust have been appropriated to represent crimes of communism. Yellow Star, Red Star presents in-depth accounts of Holocaust remembrance practices in Serbia, Croatia, and Lithuania, and extends the discussion to other East European states. The book demonstrates how countries of the region used Holocaust remembrance as a political strategy to resolve their contemporary “ontological insecurities”—insecurities about their identities, about their international status, and about their relationships with other international actors. As Subotić concludes, Holocaust memory in Eastern Europe has never been about the Holocaust or about the desire to remember the past, whether during communism or in its aftermath. Rather, it has been about managing national identities in a precarious and uncertain world.

a global mapping of textbooks and curricula

Niz A

The Reception of the Holocaust in Postcommunist Europe

Books and Publishers from Bosnia and Herzegovina

Répertoire international des traductions. International bibliography of translations

A War School in Sarajevo, 1992-1995

Literature and Cultural Politics in Yugoslavia

**Shelled into ruins at the onset of the Bosnian War (1993)**, Treca Gimnazija, a high school in central Sarajevo, became a Owar school, O adapting to wartime conditions by conducting classes in the dispersed basement classrooms in neighborhoods across the city. Education scholar David M. Berman, who interviewed many of Treca Gimnazija0s students, teachers, and administrators during the siege of Sarajevo, 1992-1995, as well as after the war, chronicles the human drama of everyday life in a high school operating under the constant threat of enemy guns and mortar fire. The real story of the siege of Sarajevo, put in educational terms, is the localized adaptation of the staff and students of the school who implemented administrative resolutions and directives to keep the physically damaged school open. These educators and students of Treca Gimnazija, one of 13 secondary schools that were destroyed during the siege, tell the stories of their own personal war in the Obattle for the mindO and chronicle their shared experience in this important and inspiring book

The Christian-Muslim Frontier describes the historical formation of this zone, and its contemporary dimensions: geopolitical, psychological, economic and security. Special attention is given to the concept of state-frontiers, to the effects of the uneven development of nation states and the contemporary interspersing of communities, which creates new functional frontiers. Further, the frontier is described as a mental construction, imagined by people in their search for social order, individual and collective security. Apostolov demonstrates that it is the political and economic situation of the local people that determines whether these frontiers result in conflict or cooperation. Rather than imposing unilateral principles of good governance, and to ensure cooperation prevails in Christian-Muslim relations, he argues that world society needs to undertake multilateral efforts to build participatory political institutions that accommodate groups with different identities.

East European Accessions Index

Representations of 20th Century Europe in History Textbooks

Serbian Studies

A Zone of Contact, Conflict Or Co-operation

The Balkans Rachomon

udžbenik za IV razred gimnazije

The International status of education about the Holocaust

*With the fall of communism and the breakup of Yugoslavia, the successor states have faced a historic challenge to create separate, modern democracies from the ashes of the former authoritarian state. Central to the Croatian experience has been the issue of nationalism and whether the Croatian state should be defined as a citizens’ state (with members of all nationality groups treated as equal) or as a national state of the Croats (with a consequent privileging of Croatian culture and language, but also with a quota system for members of national minorities).*
*Sabrina P. Ramet and Davorka Mati’c have gathered here a series of studies by important scholars to examine the development of Croatia in the aftermath of communism and the war that marred the transition. Sixteen scholars of the region discuss the values and institutions central to Croatia’s transformation from communism and toward liberal democracy. They discuss economic change, political parties, and the uses of history since 1989. To understand the patterns in Croatia, they examine how civic values have been expressed, reinforced, and sometimes challenged through religion, education, and the media. The implications of nationalism in its various manifestations are treated thematically in all the analyses. This book is a companion volume to a similar study on Slovenia, edited by Sabrina P. Ramet and Danica Fink-Hafner and released in fall 2006. Together, these two works form an important case study in comparison and contrast between two countries in the same region going through the transition from communism to liberal democracy. Scholars and policy makers will find a wealth of material in these two volumes.*

*Classified under country, with indexes of authors and translators.*

*Canadian Review of Studies in Nationalism*

*bibliográfia*

*Bibliografija prevoda, objavljenih u Jugoslaviji, 1944-1959*

*The Christian-Muslim Frontier*

*The European Home*

*Historija*

A comparative analysis of the dominant ideologies and modes of legitimization in communist Yugoslavia and post-Communist Serbia and Croatia. The aim of the book is to identify and explain dominant normative and operative ideologies and principal modes of legitimization in the region. This book focuses on the cultural processes by which the idea of a Yugoslav nation was developed and on the reasons that this idea ultimately failed to bind the South Slavs into a viable nation and state. The author argues that the collapse of multinational Yugoslavia and the end of did not result from the breakdown of the political or economic fabric of the Yugoslav state; rather, that breakdown itself sprang from the destruction of the concept of a Yugoslav nation. Had such a concept been retained, a collapse of political authority would have been followed by a new Yugoslav state, as happened after World War II, rather than the creation of separate nation-states. Because the author emphasizes nation building rather than state building, the causes and evidence he cites for Yugoslavia’s collapse differ markedly from those that have previously been cited. The author examines the role of culture and cultural politics in the South Slavic lands from the mid-nineteenth century to the present in order to delineate those ideological mechanisms that helped lay the foundation for the formation of a Yugoslav nation in the first place, sustained the nation during its approach to dissolution. The book describes the evolution of the idea of Yugoslav national unity in four major areas: linguistic policies geared to creating a shared national language, the promulgation of a Yugoslav literary and artistic canon, an educational policy that emphasized the teaching of history, and the production of new literary and artistic works incorporating a Yugoslav view. In the book’s conclusion, the author discusses the relevance of the Yugoslav case for other parts of the world, considering whether the triumph of particularist nationalism is inevitable in multinational societies.

War, Politics, Society, Foreign Relations

Democratic Transition in Croatia

Making a Nation, Breaking a Nation

hrvatski udžbenici povijesti 1918-2004. godine

Ideology, Legitimacy and the New State

(First English book)

Historija radnic?kog pokreta, NOR-a i socijalisti?ke revolucije u Istri, Hrvatskom Primorju i Gorskom Kotaru

This study is based upon a cross-section of secondary-school history textbooks from fourteen european countries, with differing traditions of educational literature: the Czech Republic, England and Wales, Finland, France, Lithuania, Germany, Hungary, Italy, the Netherlands, Norway, Poland, the Russian Federation and Spain. Examples from other countries are also discussed, in particular some of the Balkan countries, where the parallel process of building a national identity while also establishing a European one is taking place. (CoE website.)

This volume explores how the process of European integration has influenced collective memory in the countries of the Western Balkans. In the region, there is still no shared understanding of the causes (and consequences) of the Yugoslav wars. The conflicts of the 1990s but also of WWII and its aftermath have created “ethnically confined” memory cultures. As such, divergent interpretations of history continue to trigger confrontations between neighboring countries and hinder the creation of a joint EU perspective. In this volume, the authors examine how these “memory wars” impact the European dimension - by becoming a tool to either support or oppose Europeanisation. The contributors focus on how and why memory is renegotiated, exhibited, adjusted, or ignored in the Europeanisation process.

Croatia Since Independence

Historiography and Literature on Dissolution of SFRY

The Politics of History Education

Usable History?

The Heroes of Treća Gimnazija

Engleska vježbenica za IV. razred gimnazije

Women and Gender in Postwar Europe

A valuable and objective reassessment of the role of Serbia and Serbs in WWII. Today, Serbian textbooks praise the Chetniks of Draža Mihailović and make excuses for the collaboration of Milan Nedić's regime with the Axis. However, this new evaluation shows the more complex and controversial nature of the political alliances during the period.

In der Buchreihe "S dosteurop ische Arbeiten" werden herausragende Monographien sowie Sammelbände, Nachschlagewerke und Editionen zur Geschichte und Gegenwart S dosteuropas veröffentlicht. Die umfassende Rezeption im In- und Ausland weist die Reihe als auf ihrem Feld führend aus. Die Reihe führt damit seit Ende 2006 auch die inhaltlichen Bereiche der früheren "Untersuchungen zur Gegenwartskunde S dosteuropas" fort.

From Cold War to European Union

Index translationum

usmjerenja i pristupi u nastavi povijesti

Europeanisation and Memory Politics in the Western Balkans

Povijest ; 6,Hauptband

za III razred gimnazije prirodno-matematičkog i IV razred gimnazije opšteg i društveno-jezičkog smjera

Horvátok, szerbek, szlovének Magyarországon

*Women and Gender in Postwar Europe charts the experiences of women across Europe from 1945 to the present day. Europe at the end of World War II was a sorry testimony to the human condition; awash in corpses, the infrastructure devastated, food and fuel in such short supply. From Soviet Union to the United Kingdom and Ireland the vast majority of citizens on whom survival depended, in the postwar years, were women. This book charts the involvement of women in postwar reconstruction through the Cold War and post Cold-War years with chapters on the economic, social, and political dynamism that characterized Europe from the 1950s onwards, and goes on to look at the woman’s place in a rebuilt Europe that was both more prosperous and as tension-filled as before. The chapters both look at broad trends across both eastern and western Europe; such as the horrific aftermath of World War II, but also present individual case studies that illustrate those broad trends in the historical development of women’s lives and gender roles. The case studies show difference and diversity across Europe whilst also setting the experience of women in a particular country within the broader historical issues and trends, in such topics as work, professionalization, sexuality, consumerism, migration, and activism. The introduction and conclusion provide an overview that integrates the chapters into the more general history of this important period. This will be an essential resource for students of women and gender studies and for post 1945 courses.*

*How do schools worldwide treat the Holocaust as a subject? Are representations of the Holocaust always accurate, balanced and unprejudiced in curricula and textbooks? This study compares representations of the Holocaust in school textbooks and national curricula. It highlights evolving practices worldwide and formulates recommendations that will help policy-makers provide the educational means by which pupils may develop Holocaust literacy.*

*Klio na Balkanu*

*za IV razred gimnazije*

*die Erinnerung an den Kommunismus in Südosteuropa*

*udžbenik za četvrti razred gimnazije*

*Yellow Star, Red Star*

*Nationhood and Politicization of History in School Textbooks*

*Istorija najnovijeg doba*

Despite the Holocaust’s profound impact on the history of Eastern Europe, the communist regimes successfully repressed public discourse about and memory of this tragedy. Since the collapse of communism in 1989, however, this has changed. Not only has the past been revisited, but there have also been oral history projects and interviews recording the testimonies of eyewitnesses who experienced the Holocaust as children and young adults. Recent political, social, and cultural developments have facilitated a more nuanced and complex understanding of the Holocaust. People are beginning to realize the significant role that memory of Holocaust plays in contemporary discussions of national identity in Eastern Europe. This volume of original essays explores the memory of the Holocaust in postcommunist Eastern Europe. Devoting space to every postcommunist country, the essays in Bringing the Dark Past to Light explore how the memory of the “dark pasts” of Eastern European nations is being recollected and reworked. In addition, it examines the role of the Holocaust in the construction of national identities and the social identity of ethnic and national minorities. Memory of the Holocaust has practical implications regarding the current development of national cultures and international relationships.

When Yugoslavia was invaded by Nazi Germany and its allies in April 1941, what followed was as much a Yugoslav civil war as a war of occupation and liberation. Several hundred-thousand Yugoslav civilians were killed by other Yugoslavs in large-scale massacres. The horrific events left the country ruined and deeply divided. Usable History? examines the way in which the history of Yugoslavia’s internal problematic past was presented and used politically and ideologically, and asks how a society can cope with such an “unusable” past. Historians and politicians represent and explain their own history and how did these representations interact with the cultural developments, political demands and societal needs? By investigating political documents, historiography and popular representations of the Holocaust, the book’s author reveals a deeply disturbing narrative of historical (mis)interpretation and (mis)use.

Clio in the Balkans

Representations of Yugoslavia’s Difficult Past from 1945 to 2002

Istorija

Oil on fire?

Zwischen Amnesie und Nostalgie

Yugoslavia, Serbia and Croatia

Bosanskohercegova?ka bibliografija monografskih publikacija