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Abstracts

Russian Christ: The Struggle of the Russian Orthodox Church to Introduce Religion into the Curriculum in the First Decade of the Twenty-first Century

Victor A. Shnirelman

Interest in the social role of religion, including religious education (RE), is on the increase in the European Union. Yet whereas Western educators focus mostly on the potential of religion for dialogue and peaceful coexistence, in Russia religion is viewed mostly as a resource for an exclusive cultural-religious identity and resistance to globalization. RE was introduced into the curriculum in Russia during the past ten to fifteen years. The author analyzes why, how, and under what particular conditions RE was introduced in Russia, what this education means, and what social consequences it can entail.

Justifying Citizen Political Participation in Norwegian Political Education

Kjetil Børhaug

Political education is on the agenda in European countries because adolescent political participation has been in decline. A pressing issue therefore concerns the way in which political education offers meaningful reasons for individual political participation. Since textbooks play a key role in defining school subjects, critical textbook analysis may help us understand how political education affects participation. To what extent do textbooks explicitly present justifications for political participation? What kinds of justification are offered? This article analyzes Norwegian social studies textbooks, and concludes that justifications for political participation by young citizens are prominent. The main justifications include the individual pursuit of preferences, individual duty in a “contract” with the state, and identities. However, these justifications are also questionable, for they are generally either individualistic or avoid real political movements.

Change and Continuity in British Columbian Perspectives as Illustrated in Social Studies Textbooks from 1885 to 2006

Catherine Broom

This paper presents an overview of British Columbia’s (B.C.) educational history, interwoven with descriptions of textbooks. Focusing on social studies textbooks, this article explores change and continuity in the history of public schooling, paying attention to whether citizens were conceptualized as active, passive, or patriotic citizens. It identifies four key periods: the establishment of public schools in B.C., the rise of the Progressivist movement in the 1930s and reaction to it, advocacy of Bruner’s structure of disciplines in the 1960s, and pendulum swings in philosophic orientations in the latter part of the twentieth century. The article illustrates connections between contemporary philosophies and textbooks, and identifies continuity and change in the content and aims of the textbooks.

Balancing Victimhood and Complicity in Austrian History Textbooks: Visual and Verbal Strategies of Representing the Past in Post-Waldheim Austria

Ina Markova

This article focuses on the impact of images on reconstructions of the past. In order to analyze the function of images in history textbooks, image–discourse analysis is applied to a case study of Austrian postwar memory. The analysis of recent Austrian history textbooks provides insight into strategies by which notions of Austria as both “victim” and “perpetrator” of the National Socialist regime are held in balance. The article also focuses on the intentional framing of iconic depictions of two central Austrian sites of memory, Heroes’ Square (*Heldenplatz*) and the State Treaty (*Staatsvertrag*).

“Mandela, the Terrorist”: Intended and Hidden History Curriculum in South Africa

Henning Hues

This article focuses on how some aspects of the South African history curriculum are interpreted and “lived out” in two South African high schools. The article introduces the history curriculum reconstruction process and its surrounding developments from 1994 until the release of the National Curriculum Statement in 2003. It then focuses on the curricular intentions, which reflect the reorganization of history teaching and serve as a benchmark for teachers. Using empirical data gathered in Afrikaans schools, I describe how classroom practices represent the history curriculum. The data indicates that schools provide space for curriculum modification and the creation of a “hidden curriculum.”

Writing Syrian History while Propagating Arab Nationalism: Textbooks about Modern Arab History under Hafiz and Bashar al-Asad

Monika Bolliger

This article argues that Syrian history textbooks promote the formation of Syrian national identity, although their explicit objective is to propagate Arab nationalism. Their authors’ attempt to construct the history of an imagined Arab nation encompassing the whole of the Arab world in fact tells the story of different nation-states. Syrian students are therefore confronted with rival geographical spheres of national imagination. Changes in the new textbooks under Bashar al-Asad reveal increased Syrian patriotism, a will to comply with globalization, and attempts to maintain Arab nationalism.

Im Spannungsfeld von Regionalismus und nationaler Identität: zur Deutung und Vermittlung von Geschichte in katalanischen Schulbüchern

Martina Clemen

In recent years Spain the Spanish media have staged a huge controversy about the interpretation and mediation of history in public schools. A comparative analysis of the history textbooks (2008-2010) of three publishers from different regions of Spain confirm the hypothesis, presented in this article, that the representation of and discourse about Spanish history is used deliberately to construct Catalanian national identity. Differences between cultural or historical perceptions become visible via nuanced language, the careful selection of images and sources as well as the internal structure of textbooks.

Forum • Museums

Educating Educators of Memory: Reflections on an InSite Teaching Program

Joanne Sayner

This article reports on a continuing professional development program run by the Imperial War Museum in London for educators involved in teaching about European memories. On the basis of two sites visited in Hungary which were elements of the educational program, the Memorial Shoes on the Danube Promenade and the Memento Statue Park, this article suggests that Alison Landsberg's concept of prosthetic memory can be applied to these sculptural monuments. It explores the political potential of empathy in transmitting diverse European pasts and of mapping individual performative responses to less familiar cultural contexts.

Learning to Remember Slavery: School Field Trips and the Representation of Difficult Histories in English Museums

Nikki Spalding

Drawing on the fields of education, memory, and cultural studies, this article argues that as important cultural memory products, government-sponsored museum education initiatives require the same attention that history textbooks receive. It investigates the performance of recent shifts in historical consciousness in the context of museum field trip sessions developed in England in tandem with the 2007 bicentenary of the abolition of the slave trade. Analysis of fieldwork data is presented in order to illustrate some of the complexities inherent in the way difficult histories are represented and taught to young people in the twenty-first century, particularly in relation to citizenship education.