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*Pèrva slovni?ka ?itanka za drugi razred katoli?kih u?ionah u carevini avstrijskoj Religious Education at Schools in Europe Nationalism and Yugoslavia Education in Post-Conflict Transition Post-Socialist Translation Practices Matematika za drugi razred osnovne škole Islamic Education in Europe Glasnik Matematički The Balkan Wars from Contemporary Perception to Historic Memory Catalogue of Books Added to the Library of Congress Catalogue of Books Added to the Library of Congress, from December 1, 1869, to December 1, 1870 Catalogue of the Library of Congress Catalogue of books added to the library of Congress A selected bibliography of Slavic linguistics 1 ?asopis za suvremenu povijest Priroda i društvo Narrative(s) in Conflict Bringing the Dark Past to Light Luther und die Reformation in internationalen Geschichtskulturen Serbian for Everyone Matematika 2 Nationhood and Politicization of History in School Textbooks Democratic Transition in Croatia Slavic Alphabet Tables The National Union Catalog, Pre-1956 Imprints Matematika Priroda i društvo Matematika 2 Matematika Priroda i društvo ?itanka Matematika Razigrana matematika Matematika Matematika Clio in the Balkans Bericht über die Verhandlungen des Krainischen Landtages zu Laibach Obravnave deželnega zbora kranjskega v Ljubljani [od dne 6. apr. 1861 do 3. mar. 1914] Obravnave Deželnega Zbora Krajskega v Ljubljani Obravnave Dez?elnega Zbora Kranjskega v Ljubljani po Stenografic?nih Zapisnikih. Verhandlungen des Krainischen Landtages*

*Was schreiben Schulbücher zum Thema Reformation? Wie deuten sie das Wirken Martin Luthers? Wie stellen sie die Rolle der katholischen Kirche dar und wie nehmen sich Museen, Romane und andere Manifestationen der Geschichtskultur des Themas an? Das Buch reflektiert die Antworten auf diese Fragen im Licht geschichtsdidaktischer Diskurse. Es zeigt zudem, wie ehemals sozialistische Länder nach 1989/1991 das Thema neu entdeckten, und reißt mit zwei asiatischen Sichtweisen die globale Dimension der Rezeption dieses früher vorwiegend aus westlicher Perspektive reflektierten Themas an. In diesem Sinne soll dieser Band dazu beitragen, Geschichtsunterricht multiperspektivisch zu bereichern. What do school textbooks say about the Reformation? How do they interpret the work of Martin Luther? How do they portray the role of the Catholic Church and how do museums, novels and other manifestations of its historical culture deal with the topic? This book reflects the answers to these questions in light of history-didactic discourse. It also shows how formerly socialist countries rediscovered the subject after 1989/1991 and, with two Asian points of view, notes the global dimension of the reception of this topic, which was formerly viewed from a predominantly Western perspective. In this sense, this volume plays its part in enriching history lessons from multiple perspectives. Narrative/s in Conflict presents the proceedings of an international workshop, held at the Trinity Long Room Hub Dublin in 2013, to a wider audience. This was a cross-disciplinary cooperation between the comparative research network 'Broken Narratives' (University of Vienna), the research strand 'Identities in Transformation' (Trinity College Dublin) and the Graduate Center for the Study of Culture at the University of Giessen. What has brought this informal network together is its credo that theories of narrative should be regarded as an integral part of cultural analysis. Choosing exemplary case studies from early Habsburg days up to the the wars and genocides of the 20th century and the post-9/11 'War on terror', our volume tries to analyze the relation between representation and conflict, i.e. between narrative constructions, social/historical processes, and cultural agon. Here it is crucial to state that narratives do not simply and passively 'mirror' conflicts as the conventional 'realistic' paradigm suggests; they rather provide a symbolic, sense-making matrix, and even a performative dimension. It*

even can be said that in many cases, narratives make conflicts. 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 a wealth of archival sources become available, 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 continuities and discontinuities in representations 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 and the Jewish past 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 how this memory shapes the collective 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. The book *Post-Socialist Translation Practices* explores how Communism and Socialism, through their hegemonic pressure, found expression in translation practice from the moment of Socialist revolution to the present day. Based on extensive archival research in the archives of the Communist Party and on the interviews with translators and editors of the period the book attempts to outline the typical and defining features of the Socialist translatorial behaviour by re-reading more than 200 translations of children's literature and juvenile fiction published in the Socialist Federal Republic of Yugoslavia (SFRY). Despite the variety of different forms of censorship that the translators in all Socialist states were subject to, the book argues that Socialist translation in different cultural and linguistic environments, especially where the Soviet model tried to impose itself, purged the translated texts of the same or similar elements, in particular of the religious presence. The book also traces how ideologically manipulated translations are still uncritically reprinted and widely circulated today. Created after World War I, 'Yugoslavia' was a combination of ethnically, religiously, and linguistically diverse but connected South Slav peoples - Slovenes, Croats and Serbs but also Bosnian Muslims, Macedonians, and Montenegrins - in addition to non-Slav minorities. The Great Powers and the country's intellectual and political elites believed that a coherent identity could be formed in which the different South Slav groups in the state could identify with a single Balkan Yugoslav identity. Pieter Troch draws on previously unpublished sources from the domain of education to show how the state's nationalities policy initially allowed for a flexible and inclusive Yugoslav nationhood, and how that system was slowly replaced with a more domineering and rigid 'top-down' nationalism during the dictatorship of King Alexander I - who banned political parties and coded a strongly politicised Yugoslav national identity. As Yugoslav society became increasingly split between the 'pro-Yugoslav' central regime and 'anti-Yugoslav' opposition, the seeds were sown for the failure of the Yugoslav idea. *Nationalism and Yugoslavia* provides a valuable new insight into the complexities of pre-war Yugoslavia. This book offers vivid insights into policies of religious education in schools since the series of wars in former Yugoslavia in the 1990's. It traces the segregation among members of different ethnic groups in Slovenia, Bosnia-Herzegovina, Croatia, and Serbia, which has never been greater or more systematic. It aims to be a necessary step in understanding the origins of this systematic segregation and how it is reproduced in educational practice, asserting that the politicization of religion in the school textbooks is one of the motors responsible for the ongoing ethnic segregation. It also deals with complex aspects of this issue, such as the general situation of religion in the different countries, the social position of churches, the issues of gender, the reconciliation after the Yugoslav Wars, and the integration of the EU. This book explores the historical role of the Balkan Wars. In Eastern Europe, the

two Balkan Wars of 1912/13 had greater importance than the First World War for the construction of nations and states. This volume shows how these “short” wars profoundly changed the sociopolitical situation in the Balkans, with consequences that are still felt today. More than one hundred years later, the successors of the belligerent states in Southeastern Europe memorialize the wars as heroic highlights of their respective pasts. Furthermore, the metaphor that the Balkans were Europe’s “powder keg”, perpetuated at the beginning of the twentieth century in the face of these wars, was reactivated in both the West and the East up through the Yugoslav wars of the 1990s. The authors entangle the hitherto exclusive national master narratives and analyse them cogently and trenchantly for an international readership. They make an indispensable contribution to the proper integration of the Balkan Wars into the European historical memory of twentieth-century warfare. Reprint of the original, first published in 1871. 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. Cyrillic and Glagolitic alphabet tables from Western and Eastern sources. The illustrations have been enhanced, cleaned up and digitally restored. At a time when educational issues have increasingly come to determine the social and political discourse and major reforms of the education system are being discussed and implemented, and when migration has become a significant phenomenon, contributing to changes in the religious landscape of the European continent, it is highly appropriate to focus our attention on the concrete situation regarding religious education. This volume contains – again on the basis of thirteen key questions – the countries in Southeastern Europe (Albania, Bosnia and Herzegovina, Bulgaria, Kosovo, Republic of North Macedonia, Montenegro, Romania, Serbia and Turkey). Beyond the all-important tasks of taking stock and making international comparisons, the aim of this book is to create a foundation for further action in the field of education, especially with regard to interfaith expertise. Sixteen scholars of the region discuss the values and institutions central to Croatia’s transformation from communism and toward liberal democracy. This book is the companion volume to a similar study on Slovenia. 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.

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