

ABSTRACT

Snežana Koren, Twentieth-century wars in history teaching and public memory of present-day Croatia

Discussions about representations of World War II and the 1990s war in history curricula and textbooks have had a deep impact on the teaching of history in Croatia. Both wars were (and still are) considered as a starting point for the emergence of the (new) state, socialist Yugoslavia in 1945 and present-day Croatia at the beginning of the 1990s. Since 1945, both topics have been used as a means of political legitimization and as an instrument to promote patriotism. The 1941-1945 war was the topic of particular significance in communist Yugoslavia because it was meant to provide the basis of legitimacy for the Yugoslav Communist regime. During the 1990s, the teaching of this topic underwent dramatic modifications – the manner in which this entire question was treated served as a strong impetus for historical revisionism. In the last couple of years another war has come into the focus of debates about the content of school's history education: the 1991-1995 war, which is called in Croatia the "Homeland War". The conflicting viewpoints of these wars have caused several public debates which have continuously reflected the clash of interpretations and a divided memory that exists in the Croatian society.

Maguelone Nouvel-Kirschleger, Steffen Sammler, Between national tradition and bilateral dialogue: Teaching the First World War in France and Germany to build lasting peace

The communication examines the representations of war and peace making processes in French and German textbooks since 1945. It analyses continuity and change in the choice of themes and their textual and iconographic representations at the example of the First World War. It tries to determine the weight of transnational bi- and European co-operation in the "teaching about war" with the objective of peace education in comparing them with persisting national traditions of politics of remembrance, historiography and history didactics.

Marc L.F. Van Berkel, Holocaust representation in Dutch history textbooks 1960-2010

When teaching emotionally taxing and historically complex topics, many teachers rely on history textbooks. The Holocaust, being a mandatory subject in the Netherlands from the 1960s onwards, is such a topic. In most of the textbooks that I have analyzed from the period 1960-2010, representations of the Holocaust ignore the complexity of the Holocaust. Factual renditions are inaccurate, the historical context of Judaism is completely absent and the 'perpetrator narrative' is still the most dominant viewpoint of the Holocaust in most textbooks. In most cases, the Holocaust is seen as a by-product of World War Two, an event in itself

but not as the most tragic part of Jewish life and culture in Europe. The richness of Jewish culture and the difficulties in the long-lasting relation between Jews and non-Jews in the Netherlands is mostly marginalized or not mentioned at all. Dutch society after 1945 was being reconstructed and entangled into the Cold War. The contradistinction to a new form of totalitarianism or the celebration of the heroic 'active' victims offered significant value to this resurrection of the nation. The Dutch continued to witness themselves as victims of the German occupation. It was not until the 1980s that the passive victims, in particular the Jews, gradually obtained more attention in public commemorations. In the textbooks however, representations of the Holocaust basically remain incomplete, unmethodical and serving the national narrative.

Stefano Oliviero, The history of the Resistance taught in Italian schools by its key players. The commitment of the National Association of Italian Partisans (ANPI) in Tuscany

The history of the Italian Resistance to Nazi-Fascism is by its very nature variously constructed and subject to political and cultural changes. Indeed, the historiography on the Resistance has benefitted from the contribution of specialists, common people, and even the contribution of witnesses who were key players in the struggle, i.e. the partisans. After joining together in ANPI in the aftermath of the Second World War, many partisans have produced a fair amount of memoirs, dedicating part of their time to defending and disseminating the value of their battle with the younger generations, including in schools.

This contribution intends to weigh the educational and didactic commitment of ANPI, taking as a case study the region of Tuscany, one of the areas in which the partisan struggle was most intense. Founded in 1944 and still very active, one of ANPI's goals has been to keep alive the profound significance of the opposition to Nazi-Fascism, disseminating the principles and values of this struggle. ANPI thus seeks to prevent that the history of the liberation movement can one day be forgotten or reduced to a few lines of text in history books. In partnership with historical institutes on the resistance and other veterans associations, ANPI has for a long time committed itself to teaching the history of the war of liberation in the nation's schools, with their collaboration. This communication attempts to draw a framework for ex-partisans in the schools of Tuscany, in an effort to identify the themes and timeline of these activities, whether they have covered the Tuscan territory uniformly, and how they have been intertwined with the educational curriculum.

Paolo Bianchini, Learning the knowledge

The paper aims to investigate the way in which competition between European nations was presented and justified in school between 1870 e 1920. In this meaning, it will be analyzed a sample of textbooks used in primary and secondary schools in three countries - France, Italy and Spain - . The analysis will focus on the themes of emigration and colonization and their presentation to the pupils. All the three nations, even if in a different way, were concerned at that time with the leaving of a part of their population migrating in other countries, especially in the Americas, and with the conquest or management of old and new colonies. Through the presentation of emigration and colonization in textbooks it is possible to know the way in which subjects such as nationalism, civilization and race and more generally the relationship with diversity, at

European and extra-European level, have been taught and transmitted, generating wars and prejudices that also today are very difficult to eradicate.

Cesare Burgio, About the pain of interculturalism. Toward a postcolonial pedagogy

After a brief analysis of multiculturalism and interculturalism, the paper proposes a post-colonial turn in the Italian intercultural pedagogy, in order to accept the five theoretical challenges that a constantly changing world offers to us: 1) the importance of postcolonial studies, 2) a critic of the Italian whiteness, 3) the hypothesis of creativity (intracultural and intercultural), 4) the eminently conflictual contact between cultures, 5) the intersectional method.

Franco Cambi, Maria Montessori between epistemology and psychopedagogy

This article presents some observations about the Montessori's conception of science, indicating the centrality and the evolution in her pedagogy.

Mariarosaria De Simone, The montessori method: a school of mindfulness

The mindfulness practice in recent years showed to make numerous beneficial effects in adult people. In actual times, it also begins to study it, although with no little difficulty, as a valuable aid in the development of children. Starting with a definition of mindfulness and a description of the main research in education and for adult population, and more recently, for children in pre-school age, the aim of this study was to show, through a comparison, the remarkable similarity between Montessori's method and mindfulness practice. Some aspects, such as the growing attention and to preferring experiences of sensorimotor integration, seem in fact to make the Montessori method as a system that naturally incorporates practices of awareness particularly suitable for younger children. And this thanks to a vision of what might be called a holistic education that deals with the development of the "whole" small people being addressed.

Cosimo Di Bari, Shame and pedagogy

The history of childhood attributes a significant role to shame: starting from Neil Postman and other authors, philosophy, anthropology and other human sciences offer to pedagogy a description of this concept. The article examines the ecological role of shame in pedagogy.

Mario Gennari, The pedagogical thought of Giacomo Leopardi

The pedagogical thought of Giacomo Leopardi: this is the title of the article of Mario Gennari. The text attacks the numerous commonplaces concerning his poetic: in particular manner pessimism, Macchiavellianism and nihilism. The self-formation of inner life, in the light of the concepts of «sovrumano» and «ultrafilosofia», grows the centre of force of Leopardi's pedagogy. Here the «skepsis» arrives, exposed in the philosophical pages of Zibaldine and Pensieri, where «la formazione dell'animo» constitutes a topical theme.

Anna Lazzarini, Children about Nineteen"

The text aims at analyzing the complex and refined anthropology of childhood that takes shape in the pages of Walter Benjamin. This anthropology of childhood is deeply rooted in his memories of child "around 1900" and is patiently

reconstructed from the picture books, from the games and the vintage toys, from the images and the characters that fill fantastic stories and fairy tales, from domestic and family rituals, from the world of objects and atmospheres of the bourgeois intérieur,

Above all, this anthropology brings to light images. These images have a peculiar feature, a distinctive sign: they seem brought together by the idea and the experience of the threshold, a crucial figure in the epistemology of Benjamin.

Laura Vanni, Between desks, copybooks and inkwells

The essay will focus on school material history, analyzing the value of photography as a source, and presenting INDIRE photographic historic archive ("Fototeca storia INDIRE") as a precious collection of documentation regarding this field of research.

Michele Zedda, Leopardi and his pedagogical conception of savoir vivre

Leopardi has always taken great interest in questions of practical ethics. In his own youth he was influenced by Stoicism. The theme of practical living (savoir vivre) is present in his various writings, like *Operette morali* and *Zibaldone*. Leopardi's aim is to give useful advice to young people in order to make them smarter and shrewder in their social life. This purpose is very clear in his one hundred and eleven *Pensieri*, where he conveys his knowledge of men and the world. In his *Pensieri* it is easy to recognize a sort of Machiavelli's *Principe* for young people which he had been determined to write for some time.