Abstract

My current research concerns the politics in Russian History education. In this paper I discuss some of the issues raised by the study of national History textbooks. I analyze the normative implications of sentences and statements about the past and try to define contrary ideological assumptions. How do the authors construct the aim of historical education? In what kind of activities do the typical patterns of textbook questions and instructions try to engage pupils? How do the different Textbooks construct the political subject? The article aims to explore the media construction of political actions in Russian School History Textbooks.

Author Biography

Natalia Potapova is Associate Professor at The European University at St-Petersburg, Department of History. Her research interests include Russian history, and she is primarily concerned with studying connections between culture and politics and the production of texts and ideology. She is also interested in criticism of historical knowledge and has participated in several international projects devoted to the criticism of contemporary historical thought. Natalia is the author of numerous publications in which she investigates the logical, moral, and ideological basis for methods of representing the past in school history textbooks, contemporary mass media, and academic historical journals.

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History as a Science. History is one of the earliest branches of knowledge, it has originated around 2500 years ago. The concept of "history" has emerged in ancient Greece and means the study, the story, the story of the past. The basic sections of historical knowledge are the political, economic, social history and cultural history. During the development of historical knowledge a number of auxiliary historical disciplines, dealing with the methods and techniques of historical research have. History has traditionally been the foundation of liberal education and an important factor in the formation of the person, so it performs a number of functions that often go beyond the world of science. These include the sample included 16 history textbooks. For the analysis, we divided the textbooks into four groups. The division was based on presidential transitions and therefore includes textbooks for the presidencies of Gorbachev, Yeltsin, Putin and Medvedev. The discourse analysis by Laclau and Mouffe (2001) was applied as an analytical framework. We reveal the diversity of the representations of the Afghanistan war in different political periods. Following the patterns of representation of Us and Others in the seven articles, published during the campaign in the major newspapers, the author reveals the dynamics of the campaign. A special attention is devoted to the public reaction to the article about "national question". Added: Dec 10, 2012.