

DANIJELA TRŠKAN

# OVERVIEW OF THE HISTORY OF TODAY'S ARAB COUNTRIES IN SLOVENE HISTORY TEXTBOOKS



## Report for the Project Euro-Arab Dialogue: Comparative Study of School Textbooks

Slovenian National Commission for UNESCO



*Contribution to Euro-Arab Dialogue in the 21<sup>st</sup> Century*

# OVERVIEW OF THE HISTORY OF TODAY'S ARAB COUNTRIES IN SLOVENE HISTORY TEXTBOOKS – Report for the Project Euro-Arab Dialogue: Comparative Study of School Textbooks

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# CONTENTS

<b>PREFACE</b>	<b>7</b>
<b>INTRODUCTION</b>	<b>9</b>
<b>CHAPTER 1:</b>	<b>15</b>
<b>HISTORY OF TODAY'S ARAB COUNTRIES IN ELEMENTARY AND SECONDARY SCHOOL HISTORY TEXTBOOKS</b>	
1.1 History of Today's Arab Countries in Elementary School History Textbooks	15
1.2 History of Today's Arab Countries in General Secondary School History Textbooks	20
1.3 History of Today's Arab Countries in Secondary Technical School History Textbooks	28
1.4 Geographical Orientation of the History of Today's Arab Countries	30
1.5 Role and Significance of the History of Today's Arab Countries in Slovene History Textbooks	35
<b>CHAPTER 2:</b>	<b>38</b>
<b>ANALYSIS OF THE CHOSEN TOPIC: THE ARAB STATE IN THE 7<sup>TH</sup> AND 8<sup>TH</sup> CENTURIES IN ELEMENTARY AND SECONDARY SCHOOL HISTORY TEXTBOOKS</b>	
2.1 Analysis of the Main Text of the Textbook	38
2.2 Analysis of Written Material	46
2.3 Analysis of Visual Material	50
2.4 Analysis of Concepts	53
2.5 Analysis of Questions	54
2.6 Analysis of Authors and Sources	56
2.7 Image of the Arabs in the Chosen Topic	58
<b>CONCLUSIONS</b>	<b>61</b>
<b>LIST OF ANALYSED HISTORY TEXTBOOKS</b>	<b>67</b>
<b>SUBJECT AND NAME INDEX</b>	<b>70</b>





## PREFACE

The present publication contains a report for an international project entitled Euro-Arab Dialogue: Comparative Study of School Textbooks, which has been managed by the Moroccan National Commission for UNESCO and the French National Commission for UNESCO for several years now.

The report presents the chief findings of a Slovene study entitled *Pregled zgodovine današnjih arabskih držav v slovenskih učbenikih za zgodovino* [Overview of the History of Today's Arab Countries in Slovene History Textbooks], which was published in 2011 by *Znanstvena založba Filozofske fakultete v Ljubljani*.<sup>1</sup> Thus, the report is designed for the needs of a comparative analysis under the international project Euro-Arab Dialogue.

The main purpose of the report is to present a synthesis of the chief findings regarding the research question to what extent Slovene history textbooks include historical contents relating to today's Arab countries, how they present these contents and what their significance is in the Slovene history textbooks used in the 2010/11 school year (in accordance with the valid syllabuses). Therefore the results present the Slovene "image of others" or the image of the Arab world in history textbooks in the Republic of Slovenia in elementary and secondary schools.

The report includes an introductory presentation of the study, two chapters, and the conclusions of the study. Chapter one lists the most common historical contents relating to the history of the current Arab countries in all the analysed textbooks; chapter two describes in detail the main text of the textbooks, the written material, the visual material, the concepts and questions regarding the most broadly included contents relating to the history of today's Arab countries, namely the contents

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<sup>1</sup> The entire study is published in the Slovene language: Trškan, Danijela (2011). *Pregled zgodovine današnjih arabskih držav v slovenskih učbenikih za zgodovino*. Ljubljana: Znanstvena založba Filozofske fakultete Univerze v Ljubljani, 240 pages.

regarding the creation and rise of the Arab State in the 7<sup>th</sup> and 8<sup>th</sup> centuries and the spread of Islam. At the end of the report is a list of all the analysed Slovene history textbooks.

With the conclusion of this study and with this report I am also realising the first goal of my personal project entitled Euro-Arab Dialogue: Textbook Analysis, which I have been running and implementing as a member of the Slovenian National Commission for UNESCO since 2010.

For advice offered during the research I thank the reviewers, Bojan Balkovec, Ph.D., and Božo Repe, Ph.D.; for the English translation I thank Urška Žitnik, Bachelor of Arts in English and Professor of Art History. For encouragement and guidance I thank, above all, Marjutka Hafner, Director of the UNESCO Office of the Slovenian National Commission for UNESCO, and Janine d'Artois, Officer in Charge of Public Information and Intersectorial Projects at the French National Commission for UNESCO.

*Danijela Trškan, Ph.D.*

# INTRODUCTION

## HISTORY SUBJECT IN ELEMENTARY AND SECONDARY SCHOOLS IN SLOVENIA

Textbooks for the history subject in Slovenia are published by various publishing houses: **DZS, Modrijan, Mladinska knjiga or Rokus Klett.**

The history subject is a compulsory subject in elementary schools from the 6<sup>th</sup> to the 9<sup>th</sup> grade (age 12 to 15). Pupils have 35 lessons per year in the 6<sup>th</sup> grade (1 lesson per week: 45 minutes), 70 lessons per year in the 7<sup>th</sup> grade, likewise 70 lessons per year in the 8<sup>th</sup> grade, and 64 history lessons per year in the 9<sup>th</sup> grade (2 lessons per week). Hence, there are textbooks for the 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade of elementary school, published by four publishing houses: DZS, Modrijan, Mladinska knjiga and Rokus Klett.

In the 6<sup>th</sup> grade, the contents are distributed so as to present an introduction to history and an introduction to the chronological approach in the 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade (e.g. Remnants of the Past – Getting to Know History; Man Creates, Reflects – Civil Engineering and Architecture; Beginnings of Science; Way of Life; Cultural Heritage, Ways and Customs). From the 7<sup>th</sup> to the 9<sup>th</sup> grade, the contents are divided into general (world or European) and Slovene history from prehistory to the 20<sup>th</sup> century, with special emphasis on everyday life in different historical periods. The 7<sup>th</sup> grade includes the following contents: Life of the First Human Groups; The Oldest Civilisations; Ancient Greeks, Roman World Government; Europe after the Fall of the Western Roman Empire; European Middle Ages; Slovenes in the Middle Ages; Southern Slavs and the Turkish Invasion of the Balkans. The 8<sup>th</sup> grade includes the following contents: Discoveries of Overseas Countries; Humanism and the Renaissance; Reformation in Europe and Slovenia; Peasant Uprisings; Economic Development in Europe from the 16<sup>th</sup> to the 18<sup>th</sup> Century; Absolutism in the 17<sup>th</sup> and 18<sup>th</sup> Centuries; Europe and the World at the Turn of the 19<sup>th</sup> Century; Europe in the 1815–1848 Period; Slovenes in the 1815–1848 Period; Europe after 1848; Slovenes after 1848; The World and Slovenes at the Turn of the 20<sup>th</sup> Century. Contents in the 9<sup>th</sup> grade are the following: World War I; Slovenes in World War I; The World

between the World Wars; Slovenes between the World Wars; World War II; Slovenes during World War II; The World after World War II; Slovenes after World War II.<sup>2</sup>

The history subject is a compulsory four-year subject in general and classical secondary schools (age 15 to 19); classical secondary schools have 105 history lessons per year in the 1<sup>st</sup> and 2<sup>nd</sup> year (3 lessons per week), 70 lessons in the 3<sup>rd</sup> and 4<sup>th</sup> year (2 lessons per week), while general secondary schools have 70 lessons per year in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year, i.e. two lessons per week. Professional secondary schools teach the history subject only in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year, with 70 lessons per year. Hence, there are textbooks for the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year of secondary schools, which are published by two publishing houses: DZS and Modrijan.

According to the secondary school curriculum, the 1<sup>st</sup> year covers the period of prehistory and antiquity, and has three compulsory broader topics (Why is History Important?; From the City-States to the First Empires; Prehistoric and Antique Cultural Heritage in Slovenia) and three elective broader topics (Junctions of Cultures; History of Everyday Life; From the First Artists to the First Scientists; From Magic to Religion). The 2<sup>nd</sup> year covers the period of the Middle Ages, the age of Humanism and the Renaissance, the age of Absolutism and the beginnings of industrialisation, and includes three compulsory broader topics (Different Ruling Styles; Ethnic Social and Economic Changes; Development of Historical Lands and the Slovenes) and four elective broader topics (Junctions of Cultures; How Dark were the Middle Ages Really?; Mediaeval Religious Wars; Ways of Life in the Countryside and Towns on the Territory of Present-day Slovenia from the 11<sup>th</sup> to the 18<sup>th</sup> Century). The contents of the 3<sup>rd</sup> year relate to the 19<sup>th</sup> century and include three compulsory broader topics (Rise of the Bourgeoisie and the Enforcement of Parliamentarianism; Troubled Waters: from National Movements to World War I; Formation of the Slovene Nation) and four elective broader topics (Splendour and Misery of Industrial Development; Everyday Life in the 19<sup>th</sup> Century; Development of Society in Slovenia in the 19<sup>th</sup> Century; Junctions of Cultures: the Far East, North and Latin America in the 19<sup>th</sup> Century). The contents in the 4<sup>th</sup> year relate

2 *Učni načrt: program osnovnošolskega izobraževanja. Zgodovina* [Curriculum: Programme of Elementary School Education. History.]. (2003). Ljubljana: Ministrstvo za šolstvo, znanost in šport, Zavod RS za šolstvo.

to the 20<sup>th</sup> and 21<sup>st</sup> centuries and likewise have three compulsory broader topics (Development of Democracy; Co-operation and Conflicts in the 20<sup>th</sup> Century; Development of the Slovene Nation in the 20<sup>th</sup> Century) and four elective broader topics (Civil Society Movements and Human Rights; Migration of the Population; Science and Technology in the 20<sup>th</sup> Century; The Changing Ways of Life in Slovenia after World War II).<sup>3</sup>

The history subject is a compulsory subject in different secondary technical schools, where the subject encompasses 103 lessons per year (three lessons per week). Due to the fact that no publishing house has issued new secondary school textbooks corresponding to the renewed curricula, the study included two textbooks by the Modrijan publishing house for the 1<sup>st</sup> and 2<sup>nd</sup> year that are still being used in secondary technical schools.

The contents in this programme (103 lessons) are divided into compulsory topics (68 lessons) and elective compulsory topics (35 lessons). The compulsory topics relate to Slovene and European history, with special emphasis on the development of Slovene national identity and the path to the Slovene State in the 19<sup>th</sup> and 20<sup>th</sup> centuries. The elective compulsory topics relate to European and world history from antiquity to the end of the 20<sup>th</sup> century (e.g. Early High Cultures and the Ancient World; Europe in the Middle Ages; Europe in Modern Times; The World and Europe in the 19<sup>th</sup> Century; Europe and the World in the 20<sup>th</sup> Century).<sup>4</sup>

History textbooks are compiled by different authors, from Doctors of Science to history teachers. Their number is small, from one to three authors per textbook. One exception is five authors per one textbook. In Slovenia, textbooks are approved by the Council of Experts of the Republic of Slovenia for General Education. For the time being, teachers

3 *Učni načrt. Zgodovina. Gimnazija. Splošna gimnazija. Obvezni predmet (280 ur)* [Curriculum. History. General Secondary School. Compulsory Subject (280 Lessons)]. Adopted at the 110<sup>th</sup> meeting of the Council of Experts of the Republic of Slovenia for General Education on 14 February 2008. [http://portal.mss.edus.si/msswww/programi2008/programi/media/pdf/ucni\\_nacrti/UN\\_ZGODOVINA\\_280\\_UR\\_gimn.pdf](http://portal.mss.edus.si/msswww/programi2008/programi/media/pdf/ucni_nacrti/UN_ZGODOVINA_280_UR_gimn.pdf) (26 September 2008).

4 *Srednje strokovno izobraževanje. Poklicno-tehniško izobraževanje. Katalog znanja. Zgodovina. 103 ure* [Secondary Technical Education. Vocational-Technical Education. Catalogue of Knowledge. History. 103 Lessons.]. Defined by the Council of Experts of the Republic of Slovenia for General Education at the 99<sup>th</sup> meeting on 15 February 2007. [http://portal.mss.edus.si/msswww/programi2008/programi/drugi\\_del/SSI/KZ-IK/kz\\_zgodovina\\_ssi\\_in\\_pti\\_103\\_126.doc](http://portal.mss.edus.si/msswww/programi2008/programi/drugi_del/SSI/KZ-IK/kz_zgodovina_ssi_in_pti_103_126.doc) (24 January 2009).

are free to choose textbooks or publishing houses by themselves. Pupils or students can buy textbooks in bookshops, while elementary or secondary schools have the so-called textbook funds, from which pupils or students can borrow textbooks every year. The exercise book and atlas also make up an integral part of the history textbook, but are not compulsory for the pupils/students.

A characteristic of elementary school history textbooks is that they are of an A4 format ( $20 \times 28.5$  cm,  $21 \times 29.5$  cm or  $21.5 \times 30$  cm), while secondary school textbooks have a smaller format of  $20 \times 26$  cm or  $20 \times 27$  cm. Elementary school textbooks weigh between 228 and 702 grams; the span of the page ranges from 59 to 230. Secondary school textbooks are heavier and weigh between 649 and 771 grams, since they contain a greater number of pages, spanning from 203 to 320 pages. Elementary school textbooks use a larger font and more colours for different titles, sections or internal elements than secondary school textbooks and are artistically and graphically perfected more than secondary school textbooks.

The main characteristics of the contents of contemporary Slovene textbooks are that, in addition to the main text of the textbook, they also include visual material, passages from written sources, concepts, timelines, and various questions. The visual material in these textbooks is diverse and includes black-and-white and colour photographs, posters, caricatures, artistic paintings, maps, graphs, statistical tables, concept maps etc. In addition to the title, the visual material is most often accompanied by an additional description, so that in the textbooks this material represents the motivation, illustration or deepening of the learning material. The textbooks do, however, contain fewer passages of written sources or written material, which are nonetheless important, since they concretise or deepen the main textbook content. Slovene textbooks contain various questions that are intended for revision or for the method of working with sources, since the questions refer to the visual or written material as well. Slovene textbooks are familiar with certain other elements or sections, such as e.g. explanation of concepts, links to websites or additional sections with topical information.

## THEORETICAL RESEARCH

In Slovene textbooks, the textbook contents are most often divided into Slovene history and general history. Slovene history encompasses the history of the Slovenes, while general history encompasses European, Asian, African or American history, which means that world history is divided by continents. The history of today's Arab countries is included in general history under Asian and African history.

The results of the theoretical research are divided into two chapters.

**Chapter one** presents the results of the analysis of 14 different elementary school textbooks and 7 secondary school textbooks,<sup>5</sup> in which the following specific research questions were answered:

1. In which textbooks and under which topic is the history of today's Arab countries present and what are these contents?
2. What is the geographical orientation of the history of today's Arab countries like on the maps or which regions and places are presented on the maps in the textbooks?
3. What significance is placed by the authors on the history of today's Arab world?

In this chapter, historical contents were sought that refer to today's Arab countries: Algeria, Bahrain, Djibouti, Egypt, Iraq, Yemen, Jordan, Qatar, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Saudi Arabia, Somalia, Syria, Sudan, Tunisia, United Arab Emirates. Historical contents were also sought that refer to the territory of the Palestinian Autonomous Area (Jericho, West Bank, Gaza Strip ...) and Western Sahara, which is today occupied by Morocco under international law.

**Chapter two** presents the results of the analysis of 7 textbooks,<sup>6</sup> which contained contents on the formation and expansion of the Arab State (particularly in the 7<sup>th</sup> and 8<sup>th</sup> centuries), and on the beginnings and the spread of Islam.

5 Data on these textbooks are cited in the List of Analysed History Textbooks.

6 Data on these textbooks are cited in the List of Analysed History Textbooks. They are marked with the symbol \*.

This chapter analysed the contents of the main elements included in Slovene textbooks and answered the following specific research questions:

1. What are the similarities and differences in the contents of the main text of the textbook? Which contents are emphasised more by the authors?
2. What kind of written material appears for the chosen topic? What are the similarities in the written material?
3. What are the similarities and differences in the visual material? What is the geographical orientation of the Arab State like on the textbook maps?
4. Which concepts are included in the chosen topic?
5. Which questions appear for the chosen topic? What are the similarities in the questions?
6. Who are the authors and which sources did they use for writing the textbooks?
7. What do the authors communicate with regard to all the analysed elements or what is the image of the Arabs like in the textbooks under the chosen topic?

The theoretical research applied a descriptive and explicative method of pedagogical research and the document analysis or the analysis of textbook contents.

Analysis of the textbook contents applied the spatial, frequency, presence, contingency and valency analysis. The spatial analysis determined the number of words of the main text of the textbook, the location of the main elements (textbook text, visual and written material, questions and concepts), the size of the visual material, the number of pages etc. The frequency analysis determined the frequency or numerousness of the visual material, of the concepts, questions or written material. The presence or non-frequency analysis determined the presence or absence of a characteristic of the content under the chosen topic of the Arab State. The contingency analysis determined where a certain type of content appeared, in which topics or chapters, and in what connection to the elements (questions, concepts, visual or written material). The valency analysis sought for a positive and negative image of the history of Arab countries.

The results show the kind of image of the Arab world or knowledge of the history of today's Arab countries that is obtained by the young in elementary and secondary schools in the Republic of Slovenia.



## CHAPTER 1

# HISTORY OF TODAY'S ARAB COUNTRIES IN ELEMENTARY AND SECONDARY SCHOOL HISTORY TEXTBOOKS

## 1.1 HISTORY OF TODAY'S ARAB COUNTRIES IN ELEMENTARY SCHOOL HISTORY TEXTBOOKS

### 1.1.1 Textbooks for the 6<sup>th</sup> Grade of Elementary School (for Pupils Aged 11–12)

Textbooks for the 6<sup>th</sup> grade contain several types of content relating to the history of today's Arab countries, emphasising in particular the achievements of the first greater civilisations or cultures.

Of the first civilisations or cultures located in the territory of today's Arab countries, the pupils become acquainted most with the ancient Egyptians, namely with their writing – hieroglyphs and papyrus; with the role of calculation and geometry in the building of pyramids, temples, tombs and houses; with the role of astronomy (calculation of time and calendars), and with the first beginnings of medicine (operations) and pharmacy (medicine preparation). They also became acquainted with the process of embalmment or mummification. The achievements of the first civilisations are presented in various chapters (e.g. Remnants of the Past or Getting to Know History, The Beginnings of Science, Ways of Life, Man Creates).

There is mention of Phoenicia (merchant towns in the territory of today's Syria) or of Phoenicians who spread their alphabetic writing across the Mediterranean and Europe, from which developed the present-day European writing systems (Latin alphabet, Cyrillic alphabet).

Pupils are taught that the territory of Palestine is said to contain the oldest city, Jericho.

When discussing Mesopotamia, it is emphasised that the Sumerians, as the first known inhabitants of Mesopotamia, invented picture writing, from which later on the writing system – cuneiform developed, that

they used arithmetic operations and knew the basics of geometry for the construction of buildings (one example is the ziggurat), and that they observed celestial bodies and prepared medicine from herbs. Examples of clay tablets came from areas in today's Iraq (Nineveh). Pupils learn that the first cities were created along the rivers Euphrates and Tigris in Mesopotamia (in today's Iraq etc.) and along the Nile River in Egypt, and that the most important invention was that of the wheel in Mesopotamia.

When discussing the counting of years, it is mentioned that the Muslims count the years from Mohammed's departure from Mecca to Medina in 622. Pupils become acquainted with the characteristics of Islam, first encounter the name Mohammed and come to know two cities: Mecca and Medina. When discussing paper, pupils learn that the processes of making paper were brought to Europe by the Arabs and thus first encounter the name Arabs in plural form. When discussing oil, they become acquainted with some of today's oil deposits, among which the countries of Kuwait, Iraq and Saudi Arabia are mentioned. Pupils learn that the numerals in use today are called Arabic numerals.

### **1.1.2 Textbooks for the 7<sup>th</sup> Grade of Elementary School (for Pupils Aged 12–13)**

Textbooks for the 7<sup>th</sup> grade contain more contents relating to the history of today's Arab countries, placing the greatest emphasis on the oldest civilisations, which developed in the territory of today's Arab countries.

When discussing ancient Egypt, pupils become acquainted with the significance of the Nile River and the organisation of irrigation farming; with the state and social structure (authority of the pharaohs, other classes: noblemen and clerks, farmers, craftsmen, merchants, slaves); with everyday life (housing, food, clothing, beliefs, family) and Egyptian sciences (mathematics, astronomy, writing, architecture, calendar, beliefs).

When discussing the Phoenicians, pupils become acquainted with the city-states on the eastern coast of the Mediterranean, in the territory of today's Lebanon (Tyre, Sidon, Byblos), and with the merchant colonies founded particularly on the coasts of North Africa (example of Carthage); when discussing the Israelites, they mostly become acquainted with the fact that the Hebrews colonised the land of Canaan or Palestine and that they founded their own state called Israel (rulers Saul, David, Solomon).

When discussing Mesopotamia, pupils learn that the first city-states (Ur, Uruk ...) and the great kingdoms (the Babylonian and Assyrian kingdom) were created along the rivers Euphrates and Tigris. Characteristic of these states was managing and planning irrigation farming, construction of buildings (palaces, temples, tall houses, Tower of Babel). Pupils become familiar with certain literary works (*Epic of Gilgamesh*), they learn that the Sumerians developed the first writing (pictography), from which the cuneiform writing system later developed on clay tablets; the Code of the Babylonian King Hammurabi is emphasised, as is the wheel among inventions, and the observation of celestial bodies and the belief in more than one god – polytheism.

Pupils learn about Hittites only from the map (DZS); they are not mentioned by other publishing houses. Pupils learn that the Persians had spread their territory to Egypt and the Mediterranean as well (publishing houses Mladinska knjiga and Rokus Klett); they learn about them from the DZS publishing house only by consulting a map.

When discussing the Greek colonisation, pupils learn that the Greeks migrated and established colonies in North Africa as well (DZS and Rokus Klett publishing houses); in the case of the other two publishing houses (Mladinska knjiga and Modrijan), they only become acquainted with these colonies through a map.

All publishing houses show the extent of the state of Alexander the Great on a map; the text of the textbook points out that he had conquered Egypt and founded the city of Alexandria there, which had a rich library.

The extent of the Roman Empire is also presented on maps by all publishing houses; the main text of the textbook teaches pupils mostly that the conquered Carthage (in the Punic Wars) became the province of Africa, while the textbooks by the publishing houses Modrijan and Mladinska knjiga also add the Near East to the main text.

The majority of the content can be found under the topic of the Arab State, in which pupils become acquainted with the new religion, Islam, with Arab conquests, and the extent of the Arab State, as well as with the characteristics and achievements of Arab culture in the time from the formation of the Arab State in the 7<sup>th</sup> century to approximately the 10<sup>th</sup> century.

Pupils learn that the Frankish ruler Charles Martel stopped the invasion of the Arabs into Europe in the first half of the 8<sup>th</sup> century, and that the southern part of Spain was occupied by the Arabs and was once again conquered by the Spanish with the Reconquista in 1492. They learn that the raids of the Arabs from North Africa (Saracens) were common in the Middle Ages, particularly into the southern part of Italy and Sicily.

When discussing the Crusades, pupils encounter Jerusalem (and Palestine), which the Crusaders wished to liberate from the hands of the Muslims with military campaigns ... The consequences are emphasised: that Europe encountered Arab culture and science (new agricultural crops, Arab techniques in fabric making and ore production, Arabic numerals, paper).

When discussing the Turkish Empire, they become acquainted with the fact that the Turks had become islamised and founded a mighty state at the end of the 13<sup>th</sup> century that comprised many of today's Arab countries, which the pupils can recognise from a map.

### **1.1.3 Textbooks for the 8<sup>th</sup> Grade of Elementary School (for Pupils Aged 13–14)**

Textbooks for the 8<sup>th</sup> grade include only two topics or contents relating to the history of today's Arab countries.

In the topic of the knowledge of the world and the circumstances in Europe prior to the discoveries, pupils learn that the Europeans received the knowledge of shipbuilding from the Arabs; that the geographic knowledge contained in Greek scientific works came to Europe through Arabs and the Crusaders; the knowledge of the Holy Land and its inhabitants was likewise described by people travelling with the Crusaders. Africa and Asia are said to have been little known by the Europeans, more so by the navigators and merchants who travelled to the North African and Asian ports. Pointed out is the traveller Ibn Battuta (14<sup>th</sup> century), a native of Tangier (Morocco), who travelled across Africa and Asia.

Another topic is the imperialist policy of the 19<sup>th</sup> century, in which pupils learn that European countries (Great Britain, France, Spain, Portugal, Belgium, Germany, Italy) divided Africa among themselves and founded colonies, subjugating their inhabitants. Great Britain in particular was

said to have started reaching for the territories of Africa in the north, south and east after the opening of the Suez Canal in 1869. Pupils become aware of the fact that all of Africa, with the exception of Ethiopia and Liberia, was subordinated to imperialist European countries.

The textbook by the Rokus Klett publishing house also includes a topic of the Turkish Empire, in which the pupils become acquainted with the Turkish rulers who also conquered Arab countries (Selim the Grim, Suleiman I the Lawgiver) and conquered Syria, Palestine, Mecca and Medina, and the city of Cairo.

When discussing the history of Africa, pupils become acquainted with the history of North Africa, i.e. that it was settled in the 7<sup>th</sup> century by Arabs (there is mention of Berbers, Almoravids, Almohades).

### **1.1.4 Textbooks for the 9<sup>th</sup> Grade of Elementary School (for Pupils Aged 14–15)**

Textbooks for the 9<sup>th</sup> grade contain several topics that relate to the history of today's Arab countries.

The first topic is the Palestinian issue, in which the pupils become acquainted with the reasons for the beginning of the conflict between the Arabs and the Jews and with the rise of the Zionist movement for the establishment of a Jewish State in Palestine.

The peace treaty with Turkey after World War I is important, because the pupils learn that the Turkish territory was reduced, that custody over Arab territories was assumed by France (Syria, Lebanon) and Great Britain (Palestine), and that Iraq and Egypt gained independence.

When discussing the time of World War II, pupils learn about the course of the war in North Africa, particularly in Egypt, where the Italians and Germans tried to destroy the British and occupy the Suez Canal, but that the British were successful in the battle of El Alamein. Also presented is the retreat of the German-Italian army from Africa (Egypt, Libya, Morocco, Algeria, Tunisia are the regions mentioned in this war).

Pupils become acquainted with the crisis areas and wars in the territory of today's Arab countries after World War II, i.e. due to the establishment of the Jewish state of Israel, which triggered several Israeli-Arab wars

(1948, 1956, 1967, 1973 etc.), in which the present-day Arab countries of Egypt, Syria, Lebanon, Iraq and Jordan became involved.

In the textbooks by the Modrijan and Rokus Klett publishing houses the pupils become acquainted with the creation of the PLO – Palestine Liberation Organisation under the leadership of Yasser Arafat and with the peace treaty of 1993 in Oslo, which foresaw the establishment of an individual Palestinian unit. In the textbook by the DZS publishing house pupils also become acquainted with the 1980–88 war between Iran and Iraq and the Iraqi occupation of Kuwait in 1990.

Under decolonisation, pupils become acquainted with the gaining of independence of African states, particularly after World War II (the example of Algeria is given), and with the concept of neocolonialism, in the scope of which the former colonial great powers exploited the political unpreparedness of the independent states to economically, politically and militarily interfere with these states.

They are taught the acronym OPEC (Organization of Petroleum Exporting Countries) and the reasons for the oil crises after World War II (it is mentioned as an example that the member countries raised the price of oil during the Israeli-Arab war of 1973).

## **1.2 HISTORY OF TODAY'S ARAB COUNTRIES IN GENERAL SECONDARY SCHOOL HISTORY TEXTBOOKS**

### **1.2.1 Textbooks for the 1<sup>st</sup> Year of General Secondary School (for Students Aged 15–16)**

There is only one textbook for the 1<sup>st</sup> year of general secondary school, by the DZS publishing house; in it, almost all the contents refer to the history of Arab countries, since the first civilisations had developed precisely in the territory of today's Arab countries, while the great empires also encompassed the territories of today's Arab countries.

The majority of the contents relate to Mesopotamia and ancient Egypt. The compulsory chapter, entitled The First High Civilisations, includes six topics: 1. The Fertile Crescent (introduction of metals, the development of trade and wealth stratification); 2. The first civilisations appear

along great rivers – Mesopotamia: Sumerian city-state (temple-centred city-states, irrigation farming), Akkadian Kingdom (the capital Akkad, conquers northern Mesopotamia), Old Babylonian Kingdom of the Amorites (Babylonia, the city of Babylon, Hammurabi's Code), Assyrian Kingdom (also conquers Egypt, all of Mesopotamia, Israel, Phoenicia ...), Neo-Babylonian Kingdom of the Chaldeans (King Nebuchadnezzar, the territory of southern Mesopotamia, Syria and Israel, subjugates the Kingdom of Judah with Jerusalem and enslaves its inhabitants), Cultural Heritage of Mesopotamian Civilisations: Hammurabi's Code, Sumerian pictography, cuneiform, architecture (Hanging Gardens of Babylon, Tower of Babel or the ziggurat), mathematics, medicine (doctors for individual illnesses, medicinal plants), literature (*Epic of Gilgamesh*); 3. Egypt – the gift of the Nile (the significance of irrigation farming for the creation of Egyptian civilisation); 4. Characteristics of the state organisation in ancient Egypt (pharaoh, clerks, soldiers, priests etc.); 5. From the Predynastic period to the Ptolemaic dynasty: the early dynastic period (Pharaoh Menes), the creation of the Old Kingdom (capital Memphis), the Middle Kingdom (Thebes), the New Kingdom (Pharaoh Thutmose conquers Syria, Palestine), the Kushite and Saite Renaissance (Egypt was conquered by Persians, followed by Alexander the Great); 6. Cultural legacy of ancient Egypt (hieroglyphic writing, mathematics, astronomy, calendar, medicine, polytheistic religion, architecture ...).

In the compulsory chapter on ancient Greece, students learn that the Greeks also founded colonies along the African coast, yet had very few of them (Cyrene along the coast of Libya and Naucratis in Egypt), because their colonisation was prevented by Egypt and Carthage.

When discussing the expedition of Alexander the Great in the 4<sup>th</sup> century B.C., the areas under his occupation are mentioned: Phoenicia, Palestine, Egypt (builds the city of Alexandria), Mesopotamia etc. Students learn that after his death the state was divided by the Diadochi, that the management of Egypt was taken over by Ptolemy I, who founded his own dynasty (Ptolemaic State), while the area of Babylonia or all the way to the Indus was taken over by Seleucus I (Seleucid State).

In the compulsory chapter on the Roman Empire, students encounter Punic Wars or the wars between the Romans and the Carthaginians for dominion over the Mediterranean Sea and the conquest of Africa in the

3<sup>rd</sup> and 2<sup>nd</sup> century B.C., followed by the occupation of Egypt in the 1<sup>st</sup> century B.C. and the occupation of Arabia, Assyria and Mesopotamia in the 1<sup>st</sup> and 2<sup>nd</sup> century A.D.

In the elective chapters, included by the textbook in accordance with the curriculum, students can become acquainted with other historical aspects, in particular with the political development of other countries, with everyday life, cultural and religious development. They thus become acquainted with the following topics under the elective chapter Junctions of Cultures: Canaan, Phoenicia, Hittites and Persians.

Under the topic of Canaan, students learn that the Israelites believed in one god (monotheism), settled in the land of Canaan in Palestine in the 2<sup>nd</sup> millennium B.C., established the state of Israel with the capital of Jerusalem (kings Saul, David, Solomon), and that after its disintegration this territory was subjugated by the Assyrians, the Neo-Babylonians, the Persians, the Seleucids, the Asmoneans, the Romans.

Under the topic of the Hittites, students learn that their capital was located in present-day Turkey and that their empire began to form after they had conquered Babylon in the middle of the 2<sup>nd</sup> millennium B.C.; they also conquered Syria.

Under the topic of the Persians, students learn that they founded their state in the present-day state of Iran, from where they spread their kingdom from the Mediterranean coasts of Asia Minor to the borders of Egypt or to the Indus, and that the empire included Mesopotamia, Phoenician cities, Judaea, Egypt etc.

Under the topic of Phoenicia, students learn that Phoenicia was located in the land of Canaan, which they called the land of purple. Phoenician cities, Byblos, Tyre, Sidon etc. were interconnected and had a strong trade. Phoenicians established colonies (Carthage), promoted commercial exchange between Egypt and the countries in Mesopotamia, used phonetic writing – an alphabet with 22 characters. They were forced to acknowledge the predominance of the Egyptians, the Hittites, the Assyrians, the Persians, Alexander the Great, the Romans.

Under the elective chapter Junctions of Cultures, students become acquainted also with the role of the contacts between different civilisations (trade routes along the Nile, the coasts of the eastern Mediterranean



Sea); there is mention of the lands of Lebanon, Israel, Arabia and Arabia Felix (the territory of today's Yemen and the Dofar region in Oman).

Under the elective chapter on everyday life, the role of men and women in the first cultures is emphasised (the role of women in Egypt; women on the throne, the examples of Hatshepsut, Nefertiti – wife of the Pharaoh Amenophis IV, Cleopatra; children in Egypt; everyday life in Egypt; settlements and cities in Egypt). The elective chapter From the First Artists to the First Scientists contains the following topics: the beginning of science (the invention of the wheel in Mesopotamia); the beginnings of urbanisation (the first settlements, the city of Jericho); writing system (Sumerian, Egyptian); calendar; astronomy and astrology; mathematics; the first schools and the first codes; literature; the architecture achievements of the ancient civilisations (the pyramids, tombs, temples, ziggurats) in Mesopotamia and Egypt. Under the elective chapter From Magic to Religion, in addition to Islam, students also become acquainted with other religions: Judaism and the polytheistic religions of the first cultures (Sumerian city-states, Babylon, Egypt etc.).

Under the topic of historical time, students learn or revise the knowledge from elementary school that the Muslim way of counting the years begins with the departure of Mohammed from Mecca to Medina in 622.

The textbook includes the topic of Islam, in which students first come to know Mohammed (his life, work, the spreading of his teachings, his move from Mecca to Medina), followed by the five main duties of Muslims (creed, prayer five times a day, almsgiving, fasting, pilgrimage to Mecca), the creation of the Muslim sacred book, the Qur'an (Mohammed's work in Mecca and Medina). Pupils are taught that after the death of Mohammed, the Muslim community fell apart into Sunnites and Shiites; at the time of his successors, the caliphs, Islam spread to Syria, Palestine, Iraq, Persia, Egypt, North Africa, Spain and to other parts of Asia. The textbooks points out several reasons for the fast spread of Islam (jihad, trade ...).

### **1.2.2 Textbooks for the 2<sup>nd</sup> Year of General Secondary School (for Students Aged 16–17)**

There is only one textbook for the 2<sup>nd</sup> year of general secondary school, by the DZS publishing house, which contains several types of content relating to the history of today's Arab countries.

The Byzantine Emperor Justinian is mentioned for briefly conquering North Africa and the eastern Mediterranean coasts in the 6<sup>th</sup> century; in the 7<sup>th</sup> century these territories were conquered by Arabs.

When discussing the Franks, there is mention of Charles Martel, who in 732 defeated the Arab army that was advancing into Frankish territory from Spain, thus preventing the further conquests of Arabs in Europe.

When discussing the history of Spain, there is mention of the year 711 and the victory of the Arabs over the Visigoths, and the conquering of nearly the entire Pyrenean Peninsula; also pointed out is the Reconquista or the battle for the reconquest of the lost territories of the Spanish states until the 15<sup>th</sup> century, which ended with the conquest of Granada and the expulsion of Muslim population from the city.

When discussing the Crusades, the city of Jerusalem is pointed out as a holy city and a city that was important to all the followers of different religions – Judaism, Christianity and Islam.

The textbook focuses more attention on sub-Saharan Africa, which was not known to Europeans in the Middle Ages. It focuses on the Arabs and Berbers, who settled in the northern part of Africa and with their trade caravans (bringing salt, iron, copper, fabric, gold, slaves, pepper and ivory etc.) spread Islam towards the interior of Africa, especially along the Nile River, to Sudan and Chad, or across the Sahara to Mali.

Prior to the European geographical discoveries, Arab and Persian merchants are pointed out who were familiar with the eastern world or Asia and controlled the Near Eastern and African trade routes.

When discussing the Turkish Empire, Arabs or Arab countries are not mentioned in the text, but are discernible on the map, which shows the extent of the Ottoman Empire, which also included the territories of today's Arab countries.

Under the topic of the Arab State, students primarily learn about the founder of a new religion in the 7<sup>th</sup> century, Mohammed, the characteristics of Islamic religion or become acquainted with the five main duties (creed, prayer several times a day in the direction of Mecca, pilgrimage to Mecca, fasting in the month of Ramadan, alms to the poor), about the role of the Qur'an, mosques and Mohammed's successors – caliphs in the spread of the Islamic religion and the expansion of the Arab State. The city of Baghdad is emphasised as the leading economic and cultural centre of the world, and the role of the Arab intermediary trade between the Far East and Europe.

### **1.2.3 Textbooks for the 3<sup>rd</sup> Year of General Secondary School (for Students Aged 17–18)**

There is, likewise, only one textbook available for the 3<sup>rd</sup> year of general secondary school by the DZS publishing house, which contains two topics relating to the history of today's Arab countries.

Under the topic of the Jewish issue, students become acquainted with the Zionist movement in the second half of the 19<sup>th</sup> century or the movement that strove for the formation of an independent Jewish State in Palestine, and the first Zionist Congress in Basel at the end of the 19<sup>th</sup> century, at which the attendees demanded Palestine as the only territory for the Jewish State. This movement triggered the immigration of Jews to Palestine.

Under the topic of the imperialist image of the world (a topic that is included in the compulsory chapter *Troubled Waters: from National Movements to World War I*), the contents refer to Africa and the imperialist policy of European countries, in particular of France, Great Britain, Germany and Italy. There is mention of Spain, which competed with France for control over the western part of the Sahara in Morocco; the Moroccan crisis of 1911 between France and Germany. There is greater emphasis on the partition of Africa in the 19<sup>th</sup> century or before World War I. Great Britain obtained majority ownership of the Suez Canal and occupied Egypt. France occupied Algeria and spread its land to part of Tunisia and the greater part of Morocco. Italy established itself in Libya until the onset of World War I.

### **1.2.4 Textbooks for the 4<sup>th</sup> Year of General Secondary School (for Students Aged 18–19)**

There are two textbooks for the 4<sup>th</sup> year of general secondary school; one by the DZS publishing house and one by the Modrijan publishing house.

When discussing events prior to World War I, both textbooks mention the political alliance of 1904 between Great Britain and France, and their agreement on the division of the spheres of interest in North Africa: Egypt (Great Britain), Morocco (France).

In the case of the topic of World War I as well, some of the contents relate to Arab countries. The British fought the Turks in Palestine. Both textbooks stress the important role of the British, who won Arabs over to their side in order to organise revolts against the Turks, and that an important role in this was held by Thomas Edward Lawrence.

In the period between both wars in the 20<sup>th</sup> century, the contents relate to the fall of the Ottoman Empire after World War I (the loss of Arab Asia and North Africa) and the mandate of Arab countries granted to France (Syria, Lebanon) and Great Britain (Iraq, Palestine, Jordan). The textbook by the DZS publishing house mentions the Zionist movement and the settling of Jews in Palestine, and the British temporary prohibition of settlement in 1930 due to protests by Arabs and conflicts.

In the case of World War II as well, the textbooks include the African battlefield, mostly emphasising the conflicts in North Africa or Egypt (Benghazi, Tobruk) between the British army on the one hand and the German-Italian army on the other. Several events are pointed out, namely the battle of El Alamein in 1942, in which British soldiers were successful, and the disembarkation of allied soldiers on the coasts of Morocco and Algeria, and the surrender of the German and Italian forces in Tunisia in 1943.

After World War II, under the topic of the Cold War and the crisis areas, greater emphasis lies on the Near Eastern crisis, particularly on the wars between Israel and the Arab countries after the declaration of the independent state of Israel in 1948. The wars of 1948, 1956, 1967, 1973 and 1982 are not described in detail in the textbook by the DZS publishing house, only the years are mentioned and the first negotiations between

Israel and the Arab countries rich in oil after 1973. The Suez Crisis of 1956 is pointed out and the role of the Egyptian president Nasser, who gained control of the Suez Canal, thus becoming a so-called Arab national hero, who withstood Great Britain, France and Israel, thus gaining the support of the Soviet Union.

In the textbook by the Modrijan publishing house the wars are presented briefly in a special table, namely the war of 1948 (Jews occupied most of the territory that the UN allocated to Palestinian Arabs), the Suez Crisis of 1956 (Israel, Great Britain and France were unsuccessful in preventing the Egyptian nationalisation of the Suez Canal), the war of 1967 (Israel occupied Sinai) and the war of 1973 (an unsuccessful attempt by Egypt and Syria, which ended in a peace conference in 1975, when the Israelis retreated from Sinai). The textbook by the Modrijan publishing house also describes the crisis in Lebanon after World War II and the civil wars, religious and ethnic conflicts in that state.

The textbook by the Modrijan publishing house presents separately the fate of the Palestinian Arabs and the establishment of the Palestine Liberation Organisation, with the history presented up to 2004.

The text in the textbook does not describe in detail the decolonisation or the gaining of independence of the British, French (Algeria) and other colonies in the second half of the 20<sup>th</sup> century. The textbook by the Modrijan publishing house lists the years of the gaining of independence of various countries in a special table: 1910–19 (Saudi Arabia), 1920–29 (Egypt), 1930–39 (Iraq), 1940–49 (Israel, Jordan, Syria), 1950–59 (Libya, Morocco, Sudan, Tunisia), 1960–69 (Algeria, Mauritania, Somalia, Kuwait, South Yemen), 1970–79 (Djibouti, Bahrain, Qatar, United Arab Emirates). Thus the students become acquainted with the years in which many of today's Arab countries gained independence.

## 1.3 HISTORY OF TODAY'S ARAB COUNTRIES IN SECONDARY TECHNICAL SCHOOL HISTORY TEXTBOOKS

### 1.3.1 Textbooks for the 1<sup>st</sup> Year of Secondary Technical School (for Students Aged 15–16)

In the only textbook by the Modrijan publishing house that is still being used in secondary technical schools, students become acquainted with the history of today's Arab countries in different types of contents.

When discussing the first civilisations they become acquainted with ancient Egypt, Mesopotamia (Sumer, Akkadian Kingdom, Babylonia, Assyria) and the city-states along the eastern coasts of the Mediterranean (Tyre, Sidon, Byblos) or Phoenicia (colonies, trade, alphabet). Students become acquainted with the space and time of the first civilisations, the economic and technical characteristics of their development (irrigation, crafts), the social image of the oldest states (pharaohs, army leaders and priests, scribes and other clerks, mostly peasants, merchants and craftsmen, slaves), the cultural heritage of the oldest civilisations (literature: *"Song of the Corn Reapers"*, *"Hymn to the Sun God"*, *Epic of Gilgamesh*; science and technology: astronomy, mathematics, medicine; law: Hammurabi's Code; art: sculpture, architecture: pyramids, hanging gardens, Tower of Babel; religion: polytheism in Egypt and Mesopotamia).

When discussing historical time, they also become acquainted with the fact that the Muslims count the years from Mohammed's departure from Mecca to Medina in 622. Under the topic of Islam and the Arabs, they become acquainted with the reasons for the migration of the Arabs, with the founder of Islam – Mohammed, the conquests of the Arabs and with their cultural or intermediary role for Europe in the Early Middle Ages. The textbook emphasises the important role of Arab universities (the advance of mathematics, astronomy, chemistry, medicine) and the disunion within Islam (Sunnites and Shiites).

In the Middle Ages there is also mention of Saracens, who settled in North Africa among other places and afterwards occupied the Pyrenean Peninsula.

When discussing the Franks, the Frankish army is mentioned, which stopped the advance of Arabs near Poitiers in 732.

When discussing the Turkish Empire, it is mentioned that the Turks ruled over Levant (lands along the eastern part of the Mediterranean Sea) and Mesopotamia.

In the case of the Crusades, emphasis lies on the economic and cultural consequences and in particular on the transfer of technical knowledge from Arab lands through merchants and travellers in the Middle Ages.

In the case of the history of Spain, emphasis lies on the Reconquista from the 11<sup>th</sup> to the 15<sup>th</sup> century against the Arabs.

In the first half of the 19<sup>th</sup> century there is only a mention of the discoveries and colonisations of the interior of Africa, Asia etc., particularly by Great Britain, France, Belgium and the Netherlands.

### **1.3.2 Textbooks for the 2<sup>nd</sup> Year of Secondary Technical School (for Students Aged 16–17)**

In the only textbook used in secondary technical schools, that by the Modrijan publishing house, the contents relate primarily to the imperialist policy of France (Algeria, Tunisia, Morocco ...), Great Britain (Egypt ...) and Germany and Italy in Africa prior to World War I.

In the period between both wars there is mention of the greater immigration of Jews to Palestine and the peace treaty with Turkey, which reduced the Turkish Empire to a Turkish ethnic zone.

What is pointed out in the case of World War II is the African battlefield, the battle of El Alamein, the disembarkation of allies in Morocco and Algeria, and the front in Tunisia, where the war in North Africa ended in 1943.

After World War II, more attention is devoted to decolonisation and the struggle for the independence of African countries (the struggle of Algerians against the French authority), the crisis area in the Near East after 1948 (establishment of the state of Israel) and the creation of PLO – Palestine Liberation Organisation in 1964 under the leadership of Yasser Arafat, whose goal was the establishment of a Palestinian State. The first peaceful negotiations between the PLO and Israel regarding a solution to the Palestinian issue are mentioned after 1993.

## 1.4 GEOGRAPHICAL ORIENTATION OF THE HISTORY OF TODAY'S ARAB COUNTRIES

Because textbooks contain maps it was of interest what kind of geographical orientation they offer for the history of Arab countries or in which historical contents the maps present the history of today's Arab countries.

### 1.4.1 Geographical Orientation of the History of Today's Arab Countries in Elementary School Textbooks

Textbooks for the 6<sup>th</sup> grade by the Modrijan and Mladinska knjiga publishing houses do not contain maps. In that by the DZS publishing house there is only one map, while the textbook by the Rokus Klett publishing house contains 5 maps, which also show the regions or places of today's Arab countries that were included in the ancient cultures or civilisations in antiquity. In the textbook by the DZS publishing house the first cultures are marked on a map of the world; in the textbook by the Rokus Klett publishing house several regions are marked on all the maps of the world, in which pupils learn that the first writing appeared in Sumer, that the oldest city was that of Jericho in Palestine, that the wheel was invented in Mesopotamia, that Egyptians used mummification and a device called shadoof – a device for raising water, that man first worked stone in North Africa and that Arabs had instruments for observing the sky and introduced 'Arabic' numerals.

Textbooks for the 7<sup>th</sup> grade contain the most maps in elementary school that also show the history of today's Arab countries. The first civilisations or cultures can be pointed out: Mesopotamia (Assyria, Babylonia), Phoenicia, Israel and Judaea, Egypt. In the presentation of the Persian State, the state of Alexander the Great and the Roman Empire, Arabia is also marked. In the Roman Empire the following regions from Northwest Africa to the Near East are marked: Mauretania, Numidia, Africa, Cyrenaica, Egypt, Judaea, Syria and Arabia. In the migration of peoples, the path of the Vandals to Carthage in North Africa is also shown. In the presentation of the extent of the Arab State, the following places and regions are marked: Nejd, Hejaz, Hadhramaut, Mecca, Medina and Ma'rib. On a map of the Crusades, the city of Jerusalem is marked, while



other cities in North Africa are also visible: Tripoli, Tunis, Alexandria. In the extent of the Turkish Empire, the following regions are discernible: Algeria, Tunisia, Tripolitania, Egypt, Syria, Arabia.

Textbooks for the 8<sup>th</sup> grade contain 3 to 6 maps. What can be pointed out in the textbook by the Rokus Klett publishing house for the 8<sup>th</sup> grade is the voyage of Ibn Battuta in the years 1325–1355 (in addition to Marco Polo) and the colonial partition of Africa at the end of the 19<sup>th</sup> century, where it can be seen that France had colonial lands in Morocco, Algeria, Tunisia, French West Africa and French Somalia; Great Britain had them in Egypt, Sudan, British Somalia; Italy had colonies in Libya, Italian Somalia etc.

In the 9<sup>th</sup> grade there are likewise not many maps (from 3 to 5) that would show today's Arab countries. Thus e.g. in the colonial partition of the world one can see the state of Oman (British land), Egypt (British land), Tunisia, Algeria, Morocco, French West Africa (French lands), Somalia (British, French and Italian land) and Tripolitania (Turkish land until 1912, then Italian). On a map of military alliances during the Cold War, South Yemen is visible (an ally of the Union of Soviet Socialist Republics), while on a map of the Israeli-Arab wars (1948, 1956, 1967, 1973) one can see Israel, Lebanon, Syria, Jordan, Egypt and Saudi Arabia. On a map of World War II, El Alamein in North Africa is marked. On a map of the liberation of colonies in Africa, countries that became independent before World War II (Egypt) and after World War II are visible: in the years 1950–59 (Morocco, Tunisia, Libya, Sudan), in the years 1960–69 (Algeria, Mauritania, Somalia), after 1970 (Djibouti). A map of the European Union is presented so that North African countries and countries in the Near East can be seen as well: Morocco, Algeria, Tunisia, Libya, Egypt, Saudi Arabia, Jordan, Israel, Lebanon, Syria, Iraq.

### **1.4.2 Geographical Orientation of the History of Today's Arab Countries in General Secondary School Textbooks**

The textbook for the 1<sup>st</sup> year of general secondary school by the DZS publishing house has the most maps (20) of the general secondary school and secondary technical school textbooks. It contains many maps relating to the history of Arab countries, since it shows many regions and cities located in today's Arab countries. The majority of the maps are of the

first civilisations: Sumerian city-states, ancient Egypt, Palestine. There are more of them of the Roman Empire, showing Arabia, Syria, Judaea, Egypt, Cyrenaica, Numidia, Mauretania; on a map of Hadrian's travels, Mauretania and Cyrenaica in North Africa are shown. On a map showing the economy in the Roman Empire between the 1<sup>st</sup> and 3<sup>rd</sup> century, the following cities are listed: Tingis, Carthage, Leptis Magna, Cyrene, Alexandria, Gaza, Damascus. On a map of the migration of peoples, the path of the Vandals to Carthage in North Africa is also shown. On a map of Arab conquests, the following regions in the Arabian Peninsula are marked: Nejd, Hejaz, Hadhramaut; cities: Mecca, Medina, Jerusalem, Yarmouk, Damascus; and in North Africa, the regions of Maghreb, Africa, Fezzan, Pentapolis, Libya and Egypt, and two cities: Alexandria and Aswan. A map showing the trade routes in the Arabian Peninsula must also be pointed out, since the map marks the regions of Dhofar, Hadhramaut, Dilmun and the cities: Qarna, Ma'rib, Timna, Aden, Qana, Al-Ula, Petra, Jerusalem, Damascus.

The textbook for the 2<sup>nd</sup> year of general secondary school by the DZS publishing house has a much lower number of maps (9) than the textbook for the 1<sup>st</sup> year by the same publishing house. The maps show several places and regions in today's Arab countries. In the presentation of Arab conquests, the following is marked in the Arabian Peninsula: Hadhramaut, Hejaz, Nejd, Oman (cities: Mecca, Medina, Damascus, Yarmouk, Jerusalem); and in North Africa, the regions of Maghreb, Africa, Fezzan, Pentapolis, Libya, Egypt (cities of Alexandria and Aswan). In the presentation of the caravan routes between North and sub-Saharan Africa, the following cities in North Africa are marked: Marrakech, Salé, Fez, Sijilmassa, Tlemcen, Algiers, Tunis, Qayrawan, Tripoli, Barça, Cairo etc. The Caliphate of Cordoba and the Fatimid Caliphate in North Africa of about 1,000 A.D. are shown in Spain and Northwest Africa. In the presentation of the extent of the Turkish Empire, the regions of Hejaz, Syria, Algeria, Tunisia, Tripolitania, Egypt and the cities of Mecca and Jerusalem are marked. Also visible is Arabia.

The textbook for the 3<sup>rd</sup> year of general secondary school by the DZS publishing house contains very few maps (only 4). On two maps, which otherwise show Europe, certain African countries are visible. On a map of Napoleonic Europe, the northern part of Africa is also visible: Fez and Morocco, Algeria, Tunisia, Tripolitania, Cyrenaica, Egypt. On the maps

showing the countries after the Berlin Congress of 1878, North Africa is likewise visible: Morocco, Algeria, Tunisia, Tripolitania, Cyrenaica, Egypt and Syria. The textbook contains two maps showing colonial lands before 1914. The first map shows colonial land and areas of influence in East and South Asia. On this map, Arabia and Oman are discernible (lands of the Turkish Empire along the margins of Arabia and the British lands in the southeast and south margins of Arabia are marked). On a map showing colonial lands in Africa, the following countries are marked: Morocco (French land and the Spanish Morocco), Algeria, Tunisia (French land), Libya (Italian land), Egypt, Sudan (British land), Somalia (French, British and Italian land), French West Africa (in the area of today's Mauritania).

In the two textbooks for the 4<sup>th</sup> year (by the DZS and Modrijan publishing houses) there are from 5 to 8 maps, on which some of today's Arab countries are marked. The map entitled Colonial Partition of the World before 1914 has the following marked: British land (Egypt, Sudan, Oman and the south regions of the Arabian Peninsula), French land (Morocco, Algeria, Tunisia), Italian land (Libya), Turkish land (countries along the eastern coasts of the Mediterranean Sea and the marginal parts of the Arabian Peninsula), Russian and German land. Somalia is marked as French, British and Italian land. The map The French and British Protectorate over the Territories of the Former Turkish Empire shows certain Arab countries: Saudi Arabia, Iraq, Iran, Syria, Transjordan, Palestine, Lebanon, Egypt. The map Colonial Countries and Colonies between Both World Wars refers to the following Arab countries: Saudi Arabia (independent since 1932), Oman and Yemen (British land); Iraq, Syria, Palestine, Egypt (independent since 1922, 1936: retreat of the British), Libya (Italian land), Tunisia, Algeria, Morocco (French land), Somalia (French, British and Italian land). Three maps, Development of the World Economy at the Turn of the Century, Colonies between Both World Wars, and Division into Blocs, indicate the content for individual drawn countries only with a colour legend. From the map Independent Countries Formed between 1945 and 1970, and from the map National Income per Capita in the World in 1991, data for today's Arab countries can also be discerned from the colour legend. Today's Arab countries can best be seen on a map showing the world in 1998 (Iraq, Syria, Lebanon, Jordan, Kuwait, United Arab Emirates, Oman, Yemen, Saudi Arabia,

Somalia, Djibouti, Sudan, Egypt, Libya, Tunisia, Algeria, Morocco, Mauritania; also marked is Palestine). Some Arab countries are discernible on a map otherwise showing the European Union. Discernible are North African countries (Morocco, Algeria, Tunisia, Libya, Egypt) and countries in the Near East (Syria, Lebanon, Jordan, Iraq and Saudi Arabia).

### **1.4.3 Geographical Orientation of the History of Today's Arab Countries in Secondary Technical School Textbooks**

The textbook for the 1<sup>st</sup> year by the Modrijan publishing house contains more maps (7) than the textbook for the 2<sup>nd</sup> year by the same publishing house (only one map).

On the maps in the textbook for the 1<sup>st</sup> year the regions or places in today's Arab countries are marked. Thus under the first civilisations, the following regions or places are marked: Egypt (Memphis, Thebes), Phoenicia (Byblos, Sidon, Tyre), Jericho, Jerusalem, Assyria, Babylonia (Babylon). On a map showing the conquest of Alexander the Great, the following places are marked: Alexandria, Memphis, Gaza, Tyre, Byblos. On a map of Greek colonisation, the following places are marked: Tingis, Rusaddir, Cartenna, Carthage, Owja, Cyrene, Naucratis, Tyre, Sidon. In the Roman Empire, the following regions are marked: Mauretania, Numidia, Africa, Cyrenaica, Egypt, Arabia, Syria. In the extent of the Turkish Empire (14<sup>th</sup>–16<sup>th</sup> centuries), the following places are drawn in: Tangiers, Algiers, Tunis, Tripoli, Alexandria, Cairo, Suez, Aqaba, Jerusalem, Damascus. On a map of the migration of peoples, Vandals are shown in North Africa – Carthage.

From the map Colonial Partition of the World at the Turn of the Century (19<sup>th</sup>/20<sup>th</sup> century) in the textbook for the 2<sup>nd</sup> year by the Modrijan publishing house it can be discerned that Turkish and British lands were located in the Arabian Peninsula (the margin), while British, Italian and French lands were located in North Africa; names of the countries are not written.

## 1.5 ROLE AND SIGNIFICANCE OF THE HISTORY OF TODAY'S ARAB COUNTRIES IN SLOVENE HISTORY TEXTBOOKS

What was of interest in all the analysed history textbooks was the role and significance placed by the authors on the history of today's Arab countries or which contents relate to their history the most.

Three periods were discovered that placed greater emphasis on the history of today's Arab countries, namely antiquity, the Middle Ages, and the 20<sup>th</sup> century. Below, events, places and historical aspects (political, military, social or cultural history, the history of everyday life), relating to the history of today's Arab countries, will be pointed out for each period.

Both elementary as well as secondary school textbooks place the greatest emphasis on the oldest civilisations (Egypt, Mesopotamia, Phoenicia, Israel etc.), since at least one chapter is dedicated to this topic in all the textbooks. There is likewise a majority of topics relating especially to ancient Egypt and the first civilisations in Mesopotamia. The historical sites that are most often mentioned in all the ancient civilisations are: Naucratis, Cyrene, Tyre, Sidon, Byblos, Jerusalem. Elementary school textbooks mostly describe the economy, the social structure, achievements in science, or cultures and everyday life. In secondary school textbooks, these contents are repeated and deepened. In the general secondary school textbook, the political development of ancient civilisations is added (for Egypt). Economic, social and cultural development is presented as great progress of the first civilisations, which developed precisely on the territory of numerous present-day Arab countries.

Both elementary as well as secondary school textbooks place greater emphasis on the history of Arab countries in the Middle Ages, namely from the 6<sup>th</sup> to the 8<sup>th</sup> century. In the textbooks this topic is entitled The Arab State, The Arabs or Islam. It is the only topic in Slovene history textbooks that is devoted to the history of the Arabs. For this reason, this topic is analysed and presented in detail in Chapter two. Two sites are most often mentioned – Mecca and Medina – and one main event, the year 622, when Mohammed was forced to leave Mecca for Medina. In all

the textbooks, the cultural and religious aspect is presented in particular, namely the creation of Islam – a new religion, Mohammed's biography, the duties of Muslims and the Qur'an, the role of Arab culture (they preserved classical antique knowledge, transferred or improved the knowledge of other peoples) and of their intermediary trade for European development in the Middle Ages. The political aspect is presented only from the point of view of the reasons for the spread of Islam, simultaneously with the expansion of the Arab State at the time of Mohammed's successors – the caliphs, particularly in the 7<sup>th</sup> and 8<sup>th</sup> centuries. The political events during the Abbasid dynasty from the 8<sup>th</sup> to the 13<sup>th</sup> century are presented less.

Secondary school textbooks place greater emphasis on the Near Eastern crisis after World War II than the elementary school textbooks. This topic is distinctly political. In elementary school textbooks pupils become acquainted with the establishment of the state of Israel in 1948 and some of the Israeli-Arab wars, and, in particular, with the creation and goal of the Palestine Liberation Organisation. In secondary school textbooks they become acquainted with the creation of Zionism, which led to the establishment of the state of Israel, and with descriptions of the wars of 1948, 1956, 1967, 1973, and, likewise, with the establishment and goals of the Palestine Liberation Organisation and with the negotiation between the PLO and Israel after 1993. The data in this topic reach back to 2004, when the deceased Yasser Arafat was succeeded by Mahmoud Abbas. The Near Eastern crisis or the so-called Palestinian issue in the 20<sup>th</sup> century is presented from the point of view of the Jews, the Jewish immigration to Palestine, which ended in the state of Israel and triggered wars with Arab countries after World War II. Only the PLO or the fate of the Palestinian Arabs is presented from the point of view of the Arabs.

The history of Arab countries from antiquity onwards can be traced better on the maps published in the textbooks.

Thus one can identify from the maps what took place on the territories of today's Arab countries in antiquity (the first civilisations or cultures, the Persian State, the state of Alexander the Great, Greek and Phoenician colonies, the Roman Empire); in the Middle Ages (migration of peoples in Europe that reached to North Africa, the spread of Christianity, the

extent of the Byzantine State and the Arab State, the spread of Islam, the Crusades, trade routes in the Middle Ages, the formation of a Turkish Empire, the Reconquista in Spain); in modern times (the Ottoman Empire, colonies of European countries in the 18<sup>th</sup> and 19<sup>th</sup> centuries); in the 20<sup>th</sup> century (colonial partition of the world prior to World War I, World War I in the Near East, fall of the Ottoman Empire, colonies between both World Wars, World War II on the African battlefield, the attainment of independence of countries after 1945, the Near Eastern crisis after the creation of the state of Israel etc.).

## CHAPTER 2

### **ANALYSIS OF THE CHOSEN TOPIC: THE ARAB STATE IN THE 7<sup>TH</sup> AND 8<sup>TH</sup> CENTURIES IN ELEMENTARY AND SECONDARY SCHOOL HISTORY TEXTBOOKS**

#### **2.1 ANALYSIS OF THE MAIN TEXT OF THE TEXTBOOK**

##### **2.1.1 Introduction**

The chosen topic of the Arab State contains at least three contents in the elementary school textbooks: the creation and characteristics of Islam (new religion, Arabs were united by Islam, the creation of Islam, Islam – faith in the god Allah), the creation of the Arab State (Arab conquests, the Arabs and their advance into Europe, Mohammed united the Arabs) and Arab culture (the significance of Arab culture, the developed Arab or Islamic culture or the important achievements of Islamic civilisation). This means that the chosen topic mostly includes the religious, military-political and cultural (scientific-artistic) aspect.

There is much more text in the general secondary school textbooks than in the textbooks for secondary technical schools and naturally more than in elementary school textbooks. As in the elementary school textbooks, the text contains at least three contents: the Islamic religion, the spread of Islam, and culture.

In the case of the chosen topic of the Arab State it was discovered that the text in the textbooks refers the most to the Islamic religion, Arab conquests and Arab culture, which is why the following specific questions for a detailed analysis of the main text have been formed.

Questions regarding the Islamic religion:

- What role is stated for Mecca?
- How is Mohammed presented?
- How is the year 622 presented?
- How is Islamic religion presented?



- How is Qur'an presented?
- How are the Shiites and Sunnites presented?

Questions regarding Arab conquests:

- How is the Arabian Peninsula presented?
- What reasons are stated for Arab conquests?
- How is jihad presented?
- From when to when are given the Arab conquests or the expansion of the Arab State?
- What is the extent given for the Arab State?
- How is the role of the caliphs presented?
- Which battles are mentioned?
- What kind of attitude of the Arabs towards the subjugated peoples is presented?
- How are the caliphates presented?
- Which consequences of Arab conquests do the textbooks list?

Questions regarding Arab culture:

- What did the Arabs take over from other peoples?
- What kind of contribution to classical antique culture is attributed to the Arabs?
- Which achievements are listed for Arab culture? Are the examples general or concrete?
- What role does the text in the textbooks attribute to Arab culture?

## **2.1.2 Islamic Religion in Elementary and Secondary School Textbooks**

### **Islamic Religion in Elementary School Textbooks**

Mecca is mentioned in all the elementary school textbooks as a religious or trade centre, in which Mohammed lived. All the textbooks, except for that by the Modrijan publishing house, mention the sanctuary of Kaaba.

In all the textbooks Mohammed is presented as a merchant who encountered different people and beliefs on his travels and proclaimed the new faith in one god, Allah.

All the textbooks mention his migration or departure in 622 from Mecca to Medina with the term Hijrah or Hegira. Among the reasons for his

departure are stated: unwelcomeness, several opponents of his teachings, the possibility of being murdered, and the fear and dissatisfaction of the citizens of Mecca that pilgrims would no longer visit Mecca.

In all the textbooks, except for that by the Modrijan publishing house, Islamic religion is presented as the faith in one god – Allah; the five duties of Muslims are listed (belief in one god, prayer five times a day, alms to the poor, fasting and pilgrimage to Mecca). The textbook by the DZS publishing house adds that the Islamic religious teachings also dictate social life, national structure, the economy, diet etc., which is mentioned in the Rokus Klett textbook as rules written down in the Qur'an, which Muslim countries transformed into laws. The textbook by the Rokus Klett publishing house also lists similarities with Christianity (prayer, fasting, Abraham etc.).

In all the textbooks (except for that by the Modrijan publishing house) Qur'an is presented as a sacred book, in which the Islamic religious teachings are written. The textbook by the Rokus Klett publishing house also adds a description of the Qur'an (114 chapters, Arabic).

Sunnites and Shiites are mentioned only in the Rokus Klett textbook. Sunnites are presented as those Muslims that acknowledge the Qur'an and the Sunni, and the Shiites as those that only acknowledge the Qur'an.

### **Islamic Religion in Secondary School Textbooks**

Mecca is presented as a trade and religious centre, where Mohammed lived and worked. Mohammed is presented as a merchant, the prophet of a new religion. In two textbooks (by the Modrijan publishing house and that for the 1<sup>st</sup> year of general secondary school by the DZS publishing house) the angel Gabriel is mentioned, who called upon him to proclaim Allah's teachings or revealed to him that the God, Allah, had chosen him as his prophet. In Mecca he proclaimed the religion, presented in the textbooks as a monotheistic teaching, devotion to one god, Allah, which is called Islam.

The year 622 is presented as the event or departure of Mohammed from Mecca to Medina (Hegira). Only the textbook for the 1<sup>st</sup> year of general secondary school by the DZS publishing house states the reason for his departure, i.e. the revolt of the citizens of Mecca, who feared that his

teachings of one god would reduce the number of pilgrims coming to Mecca to worship the gods at the Black Stone. This event of 622 is presented as the beginning of the Islamic era or that after which the Muslims count the years.

All the textbooks present the duties of Muslims: creed – Allah is the one god, prayer five times a day, alms to the poor, fasting, pilgrimage to Mecca. Two textbooks (by the Modrijan publishing house and that for the 1<sup>st</sup> year of general secondary school by the DZS publishing house) also list other obligations or duties of believers; on the one hand, participation in the Holy War, the prohibition of consuming pork and wine, the prohibition of artistically portraying living beings, and on the other hand, tolerance towards other religions. Both textbooks by the DZS publishing house for the 1<sup>st</sup> and 2<sup>nd</sup> year describe mosques, their interior and exterior, and the way Muslims pray (in the direction of Mecca).

The Qur'an as the sacred book of Islam or the Muslim sacred book is presented in all the textbooks; two of them contain only a short mention of it, while the textbook for the 1<sup>st</sup> year by the DZS publishing house contains a longer description of the creation of the Qur'an (after Mohammed's death), its structure (114 chapters, two parts: Mohammed's work in Mecca and his work in Medina), and comparisons with Christianity (Old Testament, Moses, Jesus). The textbook for the 1<sup>st</sup> year of general secondary school by the DZS publishing house emphasises that today the Qur'an is the foundation of the Muslim world, since its rules govern the current life of the people, the law, social rules etc.

All the textbooks mention the division of the Muslims into the Sunnites (acknowledgment of the Qur'an and the Sunni) and the Shiites (acknowledgment of the Qur'an only). The textbook for the 1<sup>st</sup> year of general secondary school by the DZS publishing house also adds the reasons for this division. It explains that the Sunnites believe that no one can replace Mohammed as a prophet and that only his successors – the caliphs can run the Muslim community in accordance with the Qur'an and the Sunnah (the ways, customs and teachings of Mohammed). The Shiites (10%, today most of them are in Iraq and Iran) do not acknowledge the Sunnah and acknowledge Mohammed's closest relatives or Imams as his successors, who are capable of infallibly explaining the Qur'an.

### 2.1.3 Arab Conquests in Elementary and Secondary School Textbooks

#### Arab Conquests in Elementary School History Textbooks

In all the textbooks, except for that by the DZS publishing house, present the Arabian Peninsula as a desert peninsula with settlements along the trade routes, settled by Arabs – Bedouins or nomads, who were engaged in the rearing of sheep, goats etc. and were united into tribes.

The expansion of the Arab State is connected with the spread of the Islamic religion; therefore, all the textbooks stress that Mohammed united the people with his teachings, which his successors afterwards quickly spread to other lands. In the Rokus Klett textbook, Mohammed is described as the military, religious and political leader of the Arabs.

Among the reasons for the fast Arab conquests all the textbooks list religious reasons, namely that one of the duties of the believers was to also spread the Islamic religion with weapons or that their religion encouraged warfare. Mentioned among the reasons are the trade reason (interruption of the trade routes between Europe and Asia due to the wars between the Persian and Byzantine State), the military reason (a trained and organised army, military tactics), the weakening of the Persian and Byzantine State and the dissatisfaction of the peoples in these two states (they viewed the Arabs as liberators). Jihad is mentioned in only one textbook (by the DZS publishing house) as a religious war to spread Islam.

The time of conquests is mentioned in the 7<sup>th</sup> century or as the time of the spread of the Islamic religion and, simultaneously, of conquering new lands at the time of Mohammed's successors – the caliphs. Caliphs are presented as those Mohammed's successors that strengthened the authority over the Arabian Peninsula and afterwards conquered new lands and spread the Islamic religion.

In all the textbooks the extent of the Arab State or the extent of its expansion is mentioned in general terms, from the Atlantic Ocean in the west to the Indus River in the east. The conquest of Spain and North Africa is pointed out. Only one textbook (by the DZS publishing house) mentions the battle of Poitiers, where the Frankish army stopped the invasion of Arabs into Europe in 732.

The attitude of the Arabs towards the subjugated peoples is described in only one textbook (by the Rokus Klett publishing house). The tolerance of the Arabs towards other peoples and their religion is stated. Many adopted the Islamic religion for its teachings or because Muslims paid less taxes. The caliphates (in Spain, Africa and Asia) are likewise mentioned in only one textbook (Rokus Klett). Among the main consequences of Arab conquests, the following is listed: overtaking of trade between the eastern, Asian, and the western, European, countries; the development of science and art; the development of trade and trade routes; the spread of the Islamic religion and the Arab language in the territories conquered by the Arabs.

### **Arab Conquests in Secondary School History Textbooks**

Only one textbook (Modrijan) presents the Arabian Peninsula as a desert region along the sea, in which crafts and trade held an important role.

With regard to the expansion of the Arab State, the textbook for the 2<sup>nd</sup> year of general secondary school by the DZS publishing house states that the new teachings or religion united the tribes in the Arabian Peninsula, which then became ready for conquests.

All the textbooks list the religious reason for the Arab conquests and migrations in the 7<sup>th</sup> century. The expansion of the Arab State is presented as the spread of Islam. The textbooks mention several reasons for its fast expansion: defence of the religion and jihad; the weakened Byzantine and Persian States; civil war in North Africa and the tolerant attitude of Arab conquerors towards the values and religions of other peoples; and their demand for lower taxes.

Jihad is presented in only one textbook (for the 1<sup>st</sup> year of general secondary school by the DZS publishing house) as one of the reasons for the fast spread of Islam.

The time of Arab conquests is mentioned in only one textbook (for the 1<sup>st</sup> year of general secondary school by the DZS publishing house), which discusses the spread of Islam and the state at the time of Mohammed and at the time of the first caliphs, three decades after Mohammed's death in the 7<sup>th</sup> century.

The expansion of the Arab State is presented in two textbooks (by the Modrijan publishing house and that for the 2<sup>nd</sup> year by the DZS publishing house) as an act of conquering and as the expansion of the Arab dominion; in the textbook for the 1<sup>st</sup> year of general secondary school by the DZS publishing house it is mentioned as the spread of Islam. All the textbooks indicate the extent of the state: the territory from the Arabian Peninsula, Syria, Palestine, Iraq, Persia to the Indus River, Egypt, North Africa to the Pyrenean Peninsula.

Both textbooks by the DZS publishing house for the 1<sup>st</sup> and 2<sup>nd</sup> year of general secondary school present the role of the caliphs as successors to Mohammed, who assumed religious and political leadership; the textbook by the Modrijan publishing house mentions only the spread of Islam at the time of the first caliphs.

There is no mention of battles or of the attitude of the Arabs towards the subjugated peoples. Only among the reasons for the fast conquests and expansion of the state and Islam, as has already been mentioned, do the textbooks also state the fact that the Arabs respected values and had a tolerant attitude towards the religions of other peoples, and that they demanded lower taxes than their previous rulers.

The consequences of Arab conquests and the expansion of the Arab State for Europe are not presented as in the elementary school textbooks. Only the textbook for the 2<sup>nd</sup> year of general secondary school by the DZS publishing house lists the consequences of the conquests for the entire Islamic world, by describing the new centre of the Islamic world, Baghdad, which it describes as the economic and cultural centre of the world in the 8<sup>th</sup> century.

## **2.1.4 Arab Culture in Elementary and Secondary School Textbooks**

### **Arab Culture in Elementary School History Textbooks**

The textbooks by the Modrijan and Mladinska knjiga publishing houses state that the Arabs took over the knowledge of other peoples, mostly of the Persians and the Greek. All the textbooks mention that the Arabs translated Greek works and achievements into Arabic, thus preserving classical antique knowledge.

All the textbooks list the achievements of Arab culture or of the Arabs, while these are mentioned as the achievements of Muslims in the textbook by the Rokus Klett publishing house. All the textbooks mention Arabic numerals, which the Arabs had taken over from the Indians and passed on to Europe, the stories collected in the book *One Thousand and One Nights*, and emphasise the achievements in science, architecture, and art. In the field of art, arabesques are mentioned; in the field of architecture, minarets, cupolas, and mosques; and in the field of science, mostly medicine, astronomy, geography, and mathematics. Only general achievements are mentioned, except in the case of medicine (knowledge of the functioning of blood circulation, operations with anaesthesia, syrups and medicine from plants, the treatment of smallpox etc.). The textbook by the Rokus Klett publishing house mentions the scholars: Al-Khwarizmi, Al-Razi, Ibn Sina, Al-Zahrawi, Al-Biruni. The textbook by the DZS publishing house adds Arab craft products made of fabric, leather etc.

Two textbooks (by the DZS and Rokus Klett publishing houses) state that the Arabs had a highly developed culture in the Middle Ages and that the Arab State was developed better than Europe in the Early Middle Ages. The textbook by the Rokus Klett publishing house additionally explains that Arab culture mixed with different cultures and that under the influence of Islam it can be called Islamic culture.

### **Arab Culture in Secondary School History Textbooks**

In the textbooks for secondary school, Arab culture is not presented as a deepening of the elementary school knowledge. The textbook for the 1<sup>st</sup> year of general secondary school by the DZS publishing house does not contain a description of this culture, while the textbook for the 2<sup>nd</sup> year by the DZS and the textbook for the 1<sup>st</sup> year by the Modrijan publishing houses present Arab culture by mentioning what the Europeans took over from the Arabs and which Arab piece of knowledge could be used by the Europeans.

The role of Arab culture is mentioned as highly important in the Early Middle Ages, in particular because the Arabs transferred their knowledge from the Far East to Europe. The secondary school textbook by the Modrijan publishing house contains only brief mentions of the Arabs adopting antique achievements, developing mathematics, medicine, and

astronomy at universities. Thus Arab culture contributed to the global cultural development.

The textbook for the 2<sup>nd</sup> year of general secondary school by the DZS publishing house states that Europeans adopted the following from the Arabs: scientific achievements (medical, geometrical, arithmetical, astronomical, naval-geographical knowledge), goods (irrigation systems, growing of cultures) and cultural habits (cuisine). These achievements are not given as concrete examples.

It has been determined that within the chosen topic of the Arab countries in elementary and secondary school textbooks the terms Arab and Muslim/Islamic are equated (e.g. Arab or Islamic culture; Arab or Islamic world). With regard to culture, only the elementary school textbook by the Rokus Klett publishing house differentiates between Arab and Islamic culture: *“With the expansion of the state, Arab culture, which drew its knowledge from other cultures as well, transformed itself. It no longer represented only Arab knowledge or art, but became a mixture of different cultures. Since the main cohesive force of this cultural diversity was Islamic religion, it is called Islamic culture.”*<sup>7</sup>

## 2.2 ANALYSIS OF WRITTEN MATERIAL

### 2.2.1 Introduction

The specific research questions regarding the written material, which this study tried to answer, are the following:

- How much written material is there?
- What is the scope of the written material or what is the number of words?
- Where is the written material located and how is it marked?
- To what historical aspects (military, political, economic-trade, social, religious, cultural: scientific, artistic, architectural, literary) does the written material refer and what does it contain?

<sup>7</sup> Razpotnik, Jelka; Snoj, Damjan (2007). *Raziskujem preteklost 7. Učbenik za zgodovino za 7. razred osnovne šole*. [Exploring the Past 7. History Textbook for the 7<sup>th</sup> Grade of Elementary School]. Ljubljana: Rokus Klett, p. 109.



- Does the written material have a description and what data does it include?
- Is the source, from which the written material was taken, cited?
- Is there only one written material or are there more on the same topic?
- Are there questions referring to the written material?
- What do the pupils/students learn from the written material?

### 2.2.2 Written Material in Elementary School History Textbooks

Elementary school textbooks include written material, in which pupils gain additional information on the Islamic religion or Arab culture, which means that the religious aspect is prevalent.

There is not much written material; 1 or 2 passages in two textbooks; only the Rokus Klett textbook contains 5 passages. The texts are short (33–118 words) and are most often located in a special colour frame, visibly separated from the main text of the textbook.

Two textbooks do not cite the sources of the data, since it concerns written material, which presents additional information to the main text of the textbook, e.g. a precise explanation of the characteristics of Islamic religion or a description of the Arab peoples in the Modrijan textbook and a description of the astrolabe in the Mladinska knjiga textbook. There are likewise no sources in the Rokus Klett textbook for the supplemental text in the section Do You Know?, since this text provides additional information.

Authentic passages (primary written sources) include a citation of the source; namely, there is one passage from the book *One Thousand and One Nights* (about Aladdin), shorter passages from the Qur'an (regarding fighting in the name of Allah, regarding sin – drinking of alcohol and gambling, and regarding the role of husband and wife). Two passages are from two books of the 10<sup>th</sup> century, with the first one describing the Muslim conquest of Alexandria (the source cited is: Sawirus / Severus/ ibn al-Muqaffa, *History of the Patriarchs of the Coptic Church of Alexandria*), and the second one describing a morally perfect man (the source cited is: Ikhwan As-Safa, *Islamic World*). However, it is not stated for any of these sources from where the authors translated these passages or how they obtained them.

There is only one question regarding the meaning of the text which the pupils have read in the Rokus Klett textbook; there are no questions in the case of other written material.

Pupils learn the most about the Islamic religion in the textbook by the Modrijan publishing house (faith in one god, the Qur'an: the sacred book of the Muslims, the duties, mosques, minarets). In the textbook by the Mladinska knjiga publishing house they learn about making and using an astrolabe; in the textbook by the DZS publishing house one can read an interesting description of the dwellings. Pupils receive the most additional information in the Rokus Klett textbook, namely, they become acquainted with the description of the conquest of Egypt in the 7<sup>th</sup> century, with the number of citizens in larger Arab cities and with the significance of Mecca for pilgrims, with Islamic laws and rules in everyday life.

### 2.2.3 Written Material in Secondary School History Textbooks

Written material is not included in the secondary school textbook by the Modrijan publishing house, but is included in both textbooks by the DZS publishing house. For the 1<sup>st</sup> year the texts are shorter (48–89 words, 4 passages), similarly to elementary school textbooks; the texts are longer for the 2<sup>nd</sup> year (up to 242 words, 8 passages). Written material or additional texts are placed between the main text in the textbooks and are written in italics.

There are several passages on the same topic (Qur'an, the spread of Islam). The written material contains a citation of the source from which the text was taken. The passages contain citations of the following secondary sources, published in the Slovene language:

- Anne-Marie Delcambre (1994). *Mohamed Alahov prerok* [Mohammed the Voice of Allah]. Collection Mejniki. Ljubljana: DZS.
- Federico Zeri (1984). *Za podobo: pogovori o umetnosti branja umetnosti* [Behind the Image: The Art of Reading Paintings]. Ljubljana: Narodna galerija.
- Georges Tate (1994). *Križarji in svet Vzhoda* [The Crusades and the Holy Land]. Collection Mejniki. Ljubljana: DZS.

- *Potovanja Marka Pola* [The Travels of Marco Polo] (1954). Ljubljana: Mladinska knjiga.
- *Velika verstva sveta* [Great Religions of the World] (1991). Koper: Ognjišče.

The most frequently mentioned book is that by the female author Anne-Marie Delcambre, entitled *Mohamed Alahov prerok* [Mohammed the Voice of Allah], which was published in the collection *Mejniki* [Milestones] by DZS in 1994, and the book *Potovanja Marka Pola* [The Travels of Marco Polo], which was published back in 1954 by *Mladinska knjiga*.

Two passages are taken from the Qur'an, which was published by the Atilova knjiga publishing house in 2003 in the Slovene language. The passages from the Qur'an describe heaven and hell. The passages from the Sunnah describe the commandments and prohibitions, with an emphasis on how to conduct oneself when entering someone's home and that women should wear veils.

From the other passages students learn that the Muslims converted larger churches into mosques (Damascus, Bethlehem) and that Baghdad was an important economic, cultural and scientific city. Two passages refer to jihad, in which the students can read about and compare two passages discussing the Holy War, the obligation or duty of the Muslims to fight for their religion, to defend Muslim territories or to whom or in which cases the Muslims could declare war (in the case of self-defence, the non-payment of poll tax or the conversion to the Islamic religion etc.).

Of the 12 written passages in two textbooks only four do not include questions. The questions ask the students to carefully read the text and answer the questions relating to the concrete text that has been read. Thus the questions ask the students to describe the conversation between Mohammed and the angel Gabriel, compare the definition of jihad in two sources and find out why the Muslims spared the representatives of other religions, and evaluate the economic and scientific contribution of the Arabs to the world treasury of knowledge. The questions ask the students to compare two works, the novel *Alamut*, by the Slovene author Vladimir Bartol, and the book *Potovanja Marka Pola* [The Travels of Marco Polo] (regarding the image of the Assassins).

## 2.3 ANALYSIS OF VISUAL MATERIAL

### 2.3.1 Introduction

The specific research questions regarding the visual material, which this study tried to answer, are the following:

- How much visual material is there?
- What type of visual material is it?
- Where is the visual material located?
- What is the size and quality of the visual material?
- Does the visual material have a title?
- Does the visual material include a description and what sort of information does it contain?
- Is there only one visual material or are there more on the same topic?
- To which historical aspect (military, political, economic-trade, social, religious, cultural: scientific, artistic, architectural, literary) do the images refer?
- Are there questions referring to the visual material?
- Does the textbook contain a map and what can the pupils/students discern from the map?
- What do the pupils/students learn from the visual material?

### 2.3.2 Visual Material in Elementary School History Textbooks

In elementary school textbooks the span of the visual material for the chosen topic is from 3 to 7. Photographs prevail. The majority of the visual material relates to the religious aspect, followed by the scientific or political one. Almost all of the images are located at the margin of the main text of the textbook, while others are located at the beginning, in the middle or at the end of the main text of the textbook. The images are of sizes  $3.5 \times 5$  cm to  $18 \times 9$  cm and are visible. Of the 20 images, 5 images have only a title and 15 images have additional descriptions as well.

Prevailing are images showing the interior or exterior of mosques, the Black Stone in Mecca or the current clothing of Muslim women. From the scientific aspect, astronomers and the astrolabe are shown.

There are very few questions about the visual material; one question refers to the visual material or map in a special section at the end, which

is intended for revision, and asks the pupils to explain how the duty of the Holy War affected the fast expansion of the Arab State. One question that, likewise, refers to the visual material between the main text in the textbook asks the pupils to identify a scientific instrument, the astrolabe.

Thus the visual material with its descriptions helps the pupils to deepen the learning material, particularly as regards Mecca (the Kaaba sanctuary, prayer in the direction of Mecca etc.), the Qur'an (suras, Arabic), the way women dress nowadays (long coats, headscarves etc.), advances in medicine (hospitals, baths, cleanliness) and astronomy (astrolabe). They also become acquainted with Islamic fundamentalism and modern terrorism (Rokus Klett), and the geographical characteristics of the Arabian Peninsula (oases) (DZS). Descriptions next to the visual material complement the main text of the textbook relating to the Islamic religion, Arab culture and state.

In order to provide a geographical orientation of the Arab countries, three of the textbooks contain maps; only one textbook is without a map (by the Modrijan publishing house).

From the maps in the textbooks pupils can make out the places and regions occupied by Arabs in the time of Mohammed or after his time. From the map in the textbook by the Mladinska knjiga publishing house pupils can make out areas such as Spain, Morocco, Tunisia, Libya, Egypt, Syria, Persia, Arabia, Yemen, and the cities of Medina, Mecca, Marib, since the map shows the greatest extent of the Arab State in one colour.

The most exact map of the Arab State in the 7<sup>th</sup> and 8<sup>th</sup> centuries is that of the DZS textbook; from its legend the pupils can make out:

- the extent of the state upon Mohammed's death,
- the conquests of the first caliphs, Mohammed's successors (632–661),
- the conquests of the caliphs from the Umayyad Dynasty (661–750),
- how far the Eastern Roman/Byzantine State reached in 622,
- how far the Persian State reached upon its decline in 642,
- how far the Visigothic State reached in 711,
- larger battles with Arab conquerors: 732 Poitiers, 711 Jerez de la Frontera, Yarmouk 636 etc.

### 2.3.3 Visual Material in Secondary School History Textbooks

The span of the visual material in secondary school textbooks ranges from 1 to 10. Photographs prevail. They are located at the margin of the page or between the main text of the textbook. The size of the images is from  $5 \times 4$  cm to  $16 \times 9$  cm; they are properly visible.

Of the 15 images, 4 of them have titles, 10 of them have additional text, while 1 image has a title and additional text. The photographs therefore contribute to the deepening of the learning material by describing the Kaaba (the sanctuary, the sacred stone of black colour), the Qur'an (114 suras), the symbol of Islam (crescent), Arab cities (Medina, Medina Azahara) and mosques (in Cordoba). Students also learn about Arabic numerals and warfare. The images relate more to the religious and military-political aspect.

There are no questions regarding the visual material, except one referring to the map of Arab conquests in the textbook for the 2<sup>nd</sup> year by the DZS publishing house, which asks the students to explain how religion is connected to the Arab conquests and describe the course of the conquests.

Both textbooks by the DZS publishing house for the 1<sup>st</sup> and 2<sup>nd</sup> year contain a map that shows the same places and regions, because it is the same map. The map in the textbook for the 2<sup>nd</sup> year is slightly smaller. The same map appears in the textbook for the 7<sup>th</sup> grade of elementary school by the DZS publishing house and has the same legend.

In addition to the extent of the Arab State upon Mohammed's death and the extent of the state during the Umayyad Dynasty in the 7<sup>th</sup> and 8<sup>th</sup> centuries, students can also make out the extent of the Eastern Roman/ Byzantine State and the Persian State in the 7<sup>th</sup> century, and the Visigothic State at the beginning of the 8<sup>th</sup> century.

## 2.4 ANALYSIS OF CONCEPTS

### 2.4.1 Introduction

In the analysis of concepts, the following specific research questions tried to be answered:

- How many concepts are there?
- Are only concepts included or other unknown words as well?
- Where are the concepts located and how are they marked?
- Are the concepts only listed or are they explained as well?
- To which historical aspect (e.g. political, military, religious, social, geographical, scientific, artistic, literary etc.) do the concepts refer?

### 2.4.2 Concepts in Elementary School History Textbooks

Elementary school textbooks contain from 2 to 7 concepts. All of them are concepts, only one is an unknown word (Orient). In all the textbooks the concepts are gathered in a special coloured section entitled: New Terms, Glossary, Concepts.

The majority consists of religious concepts (prophecy, prophet, pilgrim, revelation, mosque, Muslim, monotheism) and concepts referring to science (universities, algebra, astrology). Explanations are very brief and simple.

### 2.4.3 Concepts in Secondary School History Textbooks

Secondary school textbooks contain fewer concepts or unknown words than elementary school textbooks.

The textbook by the Modrijan publishing house does not have any concepts marked for this topic. In the textbook for the 1<sup>st</sup> year by the DZS publishing house, only two Caliph Dynasties are explained in the notes (the Umayyads and the Abbasids).

In the textbook for the 2<sup>nd</sup> year by the DZS publishing house the more important concepts or unknown words (8 in total) are emphasised in bold in the main text of the textbook (e.g. Islam, Sunnites, Shiites, the Assassin sect). These terms are not explained in a special section. Among the unknown words are also names (Mohammed, Harun al Rashid) and the city of Baghdad.

## 2.5 ANALYSIS OF QUESTIONS

### 2.5.1 Introduction

The analysis of questions in the textbooks tried to answer the following specific research questions:

- How many questions are there?
- How many questions refer to the main text of the textbook?
- How many questions refer to the visual material?
- How many questions refer to the written material?
- Where are the questions located and how are they marked?
- Which stage of the cognitive domain according to Bloom do they achieve (knowledge, comprehension, application, analysis, synthesis, evaluation)?
- To which historical aspect (e.g. political, military, religious, social, geographical, scientific, artistic, literary etc.) do the questions refer?

### 2.5.2 Questions in Elementary School History Textbooks

Elementary school textbooks contain from 2 to 7 questions. In the textbooks by the DZS and Rokus Klett publishing houses the questions also refer to the written and visual material. In all the textbooks the questions are located in a special section (Revise, Questions, Let's Revise, Reflect) at the end of a topic. According to Bloom's taxonomy, the questions achieve different stages of the cognitive process – from knowledge to evaluation. In all the textbooks the questions refer to the religious aspect, followed by the cultural one, and less to the political and military aspect.

In the DZS textbook the first question asks the pupils to connect the duty of the Holy War with the fast Arab conquests of new territories. The second question asks the pupils to compare two religions (Islam and Christianity) and find the similarities and differences.

In the Modrijan textbook the questions demand the knowledge of the basic characteristics of the creation of the Arab State, the role of Mohammed, the uniting of the tribes in the Arabian Peninsula, the characteristics of the Islamic religion, a comparison of Islam with Christianity, and a comparison of Arab science with the European one of that time.



In the textbook by the Mladinska knjiga publishing house the questions require that the pupils are familiar with the events that had led to the Muslim counting of the years, that they are able to compare the Islamic religion with the Christian religion and list the achievements of the Arabs. One question is connected to the present time, since it asks the pupils to name the countries of today in which the Islamic religion is predominant.

In the textbook by the Rokus Klett publishing house the questions require of the pupils to know the role of Mohammed, the rules of the Qur'an, the main achievements of Islamic culture and to explain the influence of the Arab State on the countries along the Mediterranean Sea of that time.

### **2.5.3 Questions in Secondary School History Textbooks**

Secondary school textbooks contain from 3 to 8 questions. Only the textbook by the Modrijan publishing house has a special section for questions at the end of a topic. In both textbooks by the DZS publishing house the questions refer more to the written material.

When analysing the questions in the special section and the questions referring only to the main text of the textbook, it can be seen that a question in the textbook for the 2<sup>nd</sup> year by the DZS publishing house asks the students to explain the role of the Arab economy and Arab science. In the textbook by the Modrijan publishing house the questions ask the students to explain the meaning of the Qur'an, list the duties of the Muslims, and compare Arab culture to the Frankish and Byzantine ones of that time.

The questions in the textbook for the 2<sup>nd</sup> year by the DZS publishing house mostly refer to the understanding of the written material and comparison (the definition of jihad in two passages; a comparison of two books; a comparison of Frankish, Byzantine and Arab culture). The questions relate to the religious aspect, since they ask the students to explain how Islamic religion was connected with the conquests and describe the moral values and reasons for the tolerance of Arabs towards other religions.

## 2.6 ANALYSIS OF AUTHORS AND SOURCES

### 2.6.1 Data on the Authors and Sources for Writing Elementary School History Textbooks

In the case of the elementary school textbooks it has been established that the elementary school textbooks were written by two authors or by one author alone. Data on the author's education are mentioned in the textbook by the DZS and Mladinska knjiga publishing houses only in the event that the author is a Doctor of Science. Data on the employment of the authors are not cited. Of the 7 authors mentioned, three authors are Doctors of Science, one is a Master of Science and three are elementary school teachers of History.

The sources used for writing the textbook are cited in only one textbook (DZS); in two textbooks only the sources for the used visual material are cited (Rokus Klett, Modrijan); in one textbook (Mladinska knjiga) there is no data.

Among the sources used for writing the textbook by the DZS publishing house, 59 books are mentioned, of which 32 are in the Slovene language, 16 in the German language, while others are written in other languages. In the textbooks by the Modrijan and Rokus Klett publishing houses the sources for the visual material are mentioned, but not specifically for the visual material relating to the chosen topic of the Arab State.

From the mentions of sources for writing the textbook or the mentions of sources for the visual material in the elementary school textbooks it cannot be ascertained which sources the authors used for writing the chosen topic of the Arab State. From the mentions of the sources for the written material it can be determined which sources the authors used for selecting the written passages (these are already presented in the analysis of the written material for elementary school textbooks).

### 2.6.2 Data on the Authors and Sources for Writing Secondary School History Textbooks

In the case of secondary school it has been established that the textbooks were written by three, two or one author. Data on the employment of the authors are not cited. In all the textbooks, education is mentioned only if

the author is a Master or Doctor of Science. Of the 6 authors mentioned, one is a Doctor of Science, two are Masters of Science and three are history teachers in general secondary schools.

It has been established that the sources from which the authors drew information for writing the textbooks are not cited by the authors.

In two textbooks by the DZS publishing house the sources for the visual material are cited in a list at the end of the textbook; in the Modrijan textbook the sources for the visual material are presented in the introduction to the textbook (listed are mostly Slovene libraries and museums).

Thus it can be ascertained that in the textbook for the 1<sup>st</sup> year by the DZS publishing house the following sources were used by the authors for the visual material: *Enciklopedija verstev sveta* [Encyclopaedia of World Religions], Slovenska knjiga, 1999, and *World Religions*, Dorling Kindersley, 1997.

In the textbook for the 2<sup>nd</sup> year by the DZS publishing house the authors used the following sources for the visual material: *L'orient des Croisades*, Gallimard Jeunesse, 1991; John M. Roberts, *Knauers illustrierte Weltegeschichte, Mittelalter und fruhe Neuzeit*; Verlagsgruppe Weltbild GmbH, Augsburg, 2003 – the original: *The Illustrated History of the World*, by the Editorial debate SA publishing house, 1998, and two older Slovene history textbooks: Brodnik Vilma et al, *Zgodovina 1* [History 1], DZS, 1999, and Hozjan Andrej et al, *Zgodovina 2* [History 2], DZS, 2000.

From the mentions of the sources for the visual material in secondary school textbooks it can be ascertained that the authors used foreign editions, while there are no mentions of the sources for writing the textbook and it therefore cannot be ascertained which sources the authors used for writing the chosen topic of the Arab State. From the mentions of the sources for the written material it can be determined which sources the authors used for selecting the written passages in secondary school textbooks (these are already presented in the analysis of the written material for secondary school textbooks).

## **2.7 IMAGE OF THE ARABS IN THE CHOSEN TOPIC**

### **2.7.1 Significance of the Arab State in Elementary and Secondary School Textbooks**

The chosen topic of the Arab State is the historical topic that relates the most to the history of today's Arab countries, as it is present in all the elements of the internal structure of elementary school textbooks (main text of the textbook, visual material, written material, questions and concepts). It is the same in the secondary school textbooks, except that in the general secondary school textbooks the concepts no longer form a special section. In all the textbooks the main text of the textbook is predominant. In elementary school textbooks 2 to 4 pages of the textbook are devoted to this topic, which represents from 1.1 to 2.8% of all the pages in the textbook. In secondary school textbooks from 1.5 to 5 pages of the textbook are devoted to this topic, which represents from 0.6 to 1.6% of all the pages in the textbook. All the authors of the textbooks devote most of their attention to this topic among all the contents that relate to the history of today's Arab countries.

### **2.7.2 Image of the Arabs in Elementary School History Textbooks**

In the elementary school textbooks the positive image of the Arabs in the 7<sup>th</sup> and 8<sup>th</sup> centuries is shown mostly in culture, since all the authors in all the textbooks point out the important achievements of Arab and Islamic culture and emphasise that Arab culture was highly developed or developed more than European culture. They give numerous concrete or general examples from the field of architecture, art, literature, and medicine. They in particular point out their important role in preserving classical antique knowledge and transferring Eastern knowledge to Europe.

Islamic religion is given a positive image particularly through helping and caring for the poor and almsgiving. Islamic religion also has a negative image, with the authors pointing out that one of the duties of the Muslims was to spread their religion with weapons as well, which certain authors connect with modern Islamic fundamentalism.

Authors describe the way women are dressed in public and connect it with today's rules and customs in Muslim countries. They state that

according to Islamic teachings, men are considered more valuable and more competent than women.

When discussing the expansion of the Arab State, only one example is given of the Muslims destroying cities; jihad is stressed more as the reason for the fast expansion and conquest of new territories. A positive image in the development of the Arab State can be seen in the fact that Arabs were tolerant towards the followers of other religions, who could attain important political and cultural functions within the Arab State.

### **2.7.3 Image of the Arabs in Secondary School History Textbooks**

The same as applies to elementary school textbooks also applies to secondary school textbooks, namely that the positive image of the Arabs in the 7<sup>th</sup> and 8<sup>th</sup> centuries is presented mostly with regard to their culture, although in secondary school textbooks it is less concretely demonstrated with examples. In secondary school textbooks the authors emphasise more what the Europeans took over from the Arabs and what they learned from the Arabs in the Early Middle Ages.

When discussing the expansion of the Arab State, a negative image is presented on the one hand by Arab combativeness in connection with religion when conquering new territories, expanding for the spoils and income from the taxes of non-Muslim subjects.

Pointed out under the topic of the expansion of the Arab State is the respect of other cultures, the building and development of Arab cities and, in particular, the non-demolition of churches, but their reorganisation and the building of new mosques.

Under the topic of the Islamic religion, a positive image is given by Arab tolerance towards other religions and by helping the poor. A negative image is present in the topic of the Holy War, which is presented as one of the duties of believers, and jihad is explained from various written sources (written material), which describe the cases in which it was indeed used at the time of the expansion of the Arab State (if the conquered territories did not accept the religion or paid taxes, in the event of defending the territory etc.).

### 2.7.4 Image of the Arabs in the Chosen Topic of the Arab State

It has been established that most of the content on the Arab State is written in a predominantly neutral tone, for it has been deduced that the authors selected data for the main text of their textbooks and for the visual material primarily from general European encyclopaedias and reviews of world religions. Only in the case of the written material did the authors use passages taken from the Qur'an, the collection of tales *One Thousand and One Nights*, and certain older books by Arab authors of the 10<sup>th</sup> century. For almost all of the translations, secondary written sources are cited, which are works translated into the Slovene language, which aided Slovene authors in selecting the passages for this topic.

The choice of data for the content of the chosen topic, carried out by Slovene authors, demonstrates the Slovene selection of information and supplemental material on the basis of which elementary and secondary school students in Slovenia are to obtain knowledge of the Arab State, its formation and of the creation and spread of Islam and Arab culture.

The question of what kind of image of the Arabs in the 7<sup>th</sup> and 8<sup>th</sup> centuries do the pupils/students form can be answered by saying that they form a positive image of their culture and achievements; as for the expansion of the Arab State, they, on the one hand, form a positive image (the spreading of culture, religion, tolerance towards other religions), and a negative image on the other (destruction of cities). When discussing their religion, they also become acquainted with negative elements connected with certain duties (the Holy War) and certain contemporary prohibitions, rules or habits of dressing and of social status, which mostly concern women.

However, there is a much greater amount of neutral contents and contents showing a positive image so that the pupils and students remember most the contribution of Arabs to the development of world culture and science (preservation of classical antique culture and the spread and improvement of knowledge in different fields).

## CONCLUSIONS

The conclusion gives the main findings regarding the main research question: To what extent do Slovene history textbooks include historical contents relating to the Arab world or today's Arab countries and in what way are these contents presented in Slovene history textbooks?

1. Elementary and secondary school textbooks grant the most space to antiquity or to ancient civilisations that had developed in the territories of today's Arab countries (Egypt, Mesopotamia, Israel, Phoenicia) and large countries or empires (Persian, Macedonian, Roman). Under the topic of the ancient civilisations, the descriptions of the time and space of the first civilisations are given, i.e. the economic, social and cultural characteristics; in the case of the great empires, the extent of these empires is mentioned, also listing the territories of today's Arab countries. In second place is the content relating to the formation of the Arab State or Islam and its spreading, particularly in the 7<sup>th</sup> and 8<sup>th</sup> centuries, which has been precisely analysed, since this topic includes all the elements of the internal structure of the textbooks. The third type of content is mostly connected with the events following World War II, namely with decolonisation, for which the textbooks do not provide examples, but merely the years when countries became independent, and with the Israeli-Arab wars, for which the textbooks likewise do not provide precise descriptions, but merely short pieces of information on some of the wars (1948, 1956), with an emphasis on the unresolved Palestinian issue. Similarly, other events that relate to the history of Arab countries or that took place in those territories are merely mentioned (e.g. the Crusades, trade in Northern Africa, partition of Africa among European countries etc.); it can therefore be concluded that the greatest emphasis lies on the development of the Arab State and the spread of Islam in the 7<sup>th</sup> and 8<sup>th</sup> centuries.

2. The history of today's Arab countries from prehistory to the present time can be discerned from the maps contained in the textbooks. Thus,

from the maps the pupils/students can make out which civilisations developed in antiquity, which empires expanded also to the territory of today's Arab countries, which wars and conflicts the Arab countries were involved in, what the economic, religious and social situation was like in the Arab countries until today. Therefore the pupils/students can make out the history of the Arab countries from prehistory onwards: the first sites with human remains, the political-economic and cultural development of ancient Egypt, of Mesopotamia (Sumerian city-states, Akkadian Kingdom, Assyrian Kingdom, Neo-Babylonian Kingdom), of Phoenicia and Israel. Greek colonies, the Persian State, the state of Alexander the Great and the Roman Empire also encompassed the territories of today's Arab countries. Of the greatest importance is the history of the creation of the Islamic religion and its spreading from the 7<sup>th</sup> century onwards. The Crusades, the Mongolian and Turkish Empire also extended to the territory of certain Arab countries. European expansion and trade began spreading to the African and Arab area from the 15<sup>th</sup> century onwards; by the end of the 19<sup>th</sup> century, European countries divided the colonial lands. In the 20<sup>th</sup> century, a few of the Arab countries were involved in global conflicts, for example, one of the fronts in World War I was located in the Near East, while the African battlefield was important during World War II. After World War II, with the aid of maps, the pupils/students become acquainted with the military and other alliances in which Arab countries were involved, become familiar with decolonisation and the gaining of independence of Arab countries, and with the wars in which Arab countries were also involved (Israeli-Arab wars).

3. In the chosen topic of the formation and expansion of the Arab State and the Islamic religion from the 7<sup>th</sup> century onwards, it has been established that this topic is the most systematically presented of all (within a topic or subtopic), because it includes all the elements of the internal structure of a textbook. The main findings, comparisons and conclusions are presented below that have been formed on the basis of an analysis of the internal elements, the main text of the textbook, the visual material, the written material, the questions and concepts for this topic.

In elementary and secondary school textbooks certain similarities have been discovered in the main text of the textbook or in the structure of the content for the chosen topic of the Arab State. These similarities lie



mostly in the aspects of the content, since the religious dimension is emphasised the most in all the textbooks, while the elementary school ones also emphasise the cultural (scientific-artistic) dimension. All the textbooks place less emphasis on the political and military dimensions. The structure of the content in elementary school textbooks is very similar, as it is divided into Islamic religion, Arab conquests and Arab culture, which is not that evident in secondary school textbooks. Secondary school textbooks place greater emphasis on Islamic religion. Under the topic of Islam, all the textbooks contain a description of Mohammed and the characteristics of the Islamic religion (except for the textbook for the 7<sup>th</sup> grade by the Modrijan publishing house, in which these descriptions are included in the written material). The Sunnites and Shiites are presented in greater detail in secondary school textbooks. Under the topic of Arab conquests, all the textbooks state the reason for the expansion of the Arab State – the rise of Islam; also mentioned is the general extent of the state, the spread of Islam and the role of the caliphs. The consequences of Arab conquests are mentioned in 4 out of 7 textbooks. Elementary school textbooks place the greatest emphasis on Arab culture (descriptions of the achievements of Arab culture, their contribution and worth in the preservation of classical antique culture), while secondary school textbooks present Arab culture in such a way as to make the students aware of what Europeans took over or learned from the Arabs.

It has been determined that written material or shorter passages from various written sources appear in elementary and secondary school textbooks. In elementary school textbooks they appear in special sections, marked with a different colour; in secondary school textbooks they are located between the main text of the textbook in italics. The passages are short, longer passages appear only in the secondary school textbook for the 2<sup>nd</sup> year by the DZS publishing house. The majority of the passages include the religious aspect or Islamic religion, with the contents referring to Mohammed, descriptions of mosques, jihad, the rules and duties of the Muslims, and to descriptions of cities (Baghdad). The source is cited for all the texts (except for general information). Passages are taken from the collection of stories *One Thousand and One Nights* and older books, for which secondary sources are not cited. Several passages are from the Qur'an and the Sunnah, taken from Slovene translations of the Qur'an.

Both in elementary and secondary school textbooks the visual material most often refers to the religious and cultural aspect (photograph of a mosque, photographs of Kaaba, descriptions of Arab cities, descriptions of scientific achievements). The images are often accompanied by a description, not merely a title, which means that the pupils/students are given additional explanations of the learning material or of the main text of the textbook. Photographs (mosques, Arab cities, Kaaba) prevail, while copies of pages from Arab books (astronomy, warfare etc.) are also included. Due to the colourfulness of the visual material even smaller images enable the identification and fair description of the images. The geographical orientation of the Arab State, the expansion of the state and the spread of Islam is adequate, since of the 7 analysed textbooks only two textbooks do not have a map. From the maps the pupils/students can identify also the extent of other states that existed before the expansion of the Arab State (e.g. the extent of the Byzantine and Persian State etc.).

As regards the concepts in the chosen topic, it has been ascertained that the majority of the new concepts in elementary and secondary school textbooks are connected with the new religion, Islam: Islam, monotheism, Muslim, mosques, prophet, pilgrim, Sunnites, Shiites. In elementary school textbooks the concepts are explained and gathered in a special section, but not so in secondary school textbooks (only in the secondary school textbook for the 1<sup>st</sup> year by the Modrijan publishing house). In the textbooks, the concepts are emphasised in bold in the main text.

It has been discovered that in all the textbooks for elementary and secondary school the questions refer to the new religion, the spread of Islam, the comparison with other religions, the achievements of science, art and literature, and to the significance of Arab or Islamic culture for Europe.

The sources used by the authors for writing the textbooks or for writing about the chosen topic cannot be determined (only one textbook cites the sources). However, it has been ascertained that the Slovene authors used foreign editions of books to select the visual material and Slovene translations of primary and secondary sources to select the written passages or the written material. It is presumed that the authors took a greater part of the data for the chosen topic from European literature, which indicates a European interpretation and understanding of the history of the Arab world. Only the primary written passages are taken from Slovene translations (e.g. the Qur'an).

The image of the Arabs in Slovene textbooks, in the case of the analysed chosen topic of the Arab State, is neutral, while positive and negative elements were found as well. A negative image of the Arabs in the 7<sup>th</sup> and 8<sup>th</sup> centuries is present when discussing jihad, which the authors present as one of the duties of the Muslims and as the reason for the fast expansion of the Arab State. A negative image is shown for the present time by the authors' interpretation of the dressing habits and social status of women, and Islamic fundamentalism. A positive image of the Arabs is shown when discussing their religion (helping the poor, in particular) and their tolerance towards the followers of other religions. The most positive image of the Arabs appears under the topic of Arab culture or Islamic culture, in which all the authors stress this highly developed culture and connect it with the contribution to the development of European culture in the Middle Ages.

**The data in Slovene history textbooks therefore demonstrate a Slovene selection of content for the history of today's Arab countries and show that the young in elementary and secondary schools in the Republic of Slovenia obtain only some general pieces of information on the history of today's Arab countries, which are included in various historical topics and periods. This means that the young can infer the history of some of today's Arab countries from prehistory until the beginning of the 21<sup>st</sup> century from Slovene history textbooks only with precise searching and learning.**

It is hoped that in the future there will be more Slovene translations of books on the history of today's Arab countries, which the writers of textbooks will be able to use when compiling the main text for a textbook, history teachers when preparing the content of lessons (visual material, written material), and pupils and students in project assignments. In such a way the "image of others" (the image of the Arab world) in history lessons in Slovene schools could be improved, which is important for a multicultural and globalised world in the 21<sup>st</sup> century.



## LIST OF ANALYSED HISTORY TEXTBOOKS

The textbooks that were analysed in Chapter two for the chosen topic of the Arab State are marked with the symbol \*.

Elementary school textbooks for the 6<sup>th</sup> grade (for pupils aged 11–12):

– Rode, Marjan; Tawitian, Elissa (2004). *Prvi koraki v preteklost: Zgodovina za 6. razred devetletke* [First Steps into the Past: History for the 6<sup>th</sup> Grade of Nine-Year Elementary School]. Ljubljana: DZS. Editions: 2006, 2007, 2008, 2009.

– Janša-Zorn, Olga; Kastelic, Ana; Škraba, Gabrijela (2004). *Spoznavajmo zgodovino. Zgodovina za 6. razred devetletne osnovne šole* [Getting to Know History. History for the 6<sup>th</sup> Grade of Nine-Year Elementary School]. Ljubljana: Modrijan. Editions: 2005, 2006, 2007, 2008.

– Otič, Marta (2006). *Zgodovina 6: svet skozi čas. Učbenik za zgodovino v šestem razredu osnovne šole* [History 6: The World through Time. Textbook for History in the 6<sup>th</sup> Grade of Elementary School]. Ljubljana: Mladinska knjiga. Edition: 2008.

– Verdev, Helena (2008). *Raziskujem preteklost 6. Učbenik za zgodovino za 6. razred osnovne šole* [Exploring the Past 6. History Textbook for the 6<sup>th</sup> Grade of Elementary School]. Ljubljana: Rokus Klett. Edition: 2009.

Elementary school textbooks for the 7<sup>th</sup> grade (for pupils aged 12–13):

– \*Janša-Zorn, Olga; Mihelič, Darja (2005). *Koraki v času. Od prazgodovine skozi stari in srednji vek. Učbenik za 7. razred devetletke* [Steps through Time. From Prehistory through Antiquity and the Middle Ages. Textbook for the 7<sup>th</sup> Grade of Nine-Year Elementary School]. Ljubljana: DZS. Editions: 2007, 2008, 2009.

– \*Simonič Mervic, Karmen (2003). *Stari svet: zgodovina za 7. razred devetletne osnovne šole* [The Old World: History for the 7<sup>th</sup> Grade of Nine-Year Elementary School]. Ljubljana: Modrijan. Editions: 2004, 2006, 2007, 2009, 2011.

– \*Otič, Marta; Potočnik, Dragan (2007). *Zgodovina 7: svet skozi čas. Učbenik za zgodovino v sedmem razredu osnovne šole* [History 7: The World through Time. Textbook for History in the 7<sup>th</sup> Grade of Elementary School]. Ljubljana: Mladinska knjiga.

– \*Razpotnik, Jelka; Snoj, Damjan (2007). *Raziskujem preteklost 7. Učbenik za zgodovino za 7. razred osnovne šole* [Exploring the Past 7. History Textbook for the 7<sup>th</sup> Grade of Elementary School]. *Ljubljana: Rokus Klett. Edition: 2008.*

Elementary school textbooks for the 8<sup>th</sup> grade (for pupils aged 13–14):

– Cvirn, Janez; Hriberšek Balkovec, Elizabeta; Studen, Andrej (2000). *Koraki v času. Novi vek. Zgodovina za 7. razred osemletke* [Steps through Time. Modern Times. History for the 7th Grade of Eight-Year Elementary School]. *Ljubljana: DZS. Editions with the title: Zgodovina za 8. razred devetletke* [History for the 8th Grade of Nine-Year Elementary School]: 2001, 2004.

– Žvanut, Maja; Vodopivec, Peter (2000). *Vzpon meščanstva: zgodovina za 8. razred devetletne osnovne šole* [Rise of the Bourgeoisie: History for the 8th Grade of Nine-Year Elementary School]. *Ljubljana: Modrijan. Editions: 2001, 2002, 2003, 2004, 2006, 2007, 2009, 2010.*

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## SUBJECT AND NAME INDEX

### A

- Abbasids 53  
Algeria 13, 19, 20, 25, 26, 27, 29,  
31, 32, 33, 34  
arabesques 45  
Arabia 22, 23, 30, 31, 32, 33, 34, 51  
Arabic 40, 44, 51  
Arabic numerals 16, 18, 30, 45, 52  
Arafat 20, 29, 36

### B

- Bahrain 13, 27

### D

- decolonisation 20, 27, 29, 61, 62  
Djibouti 13, 27, 31, 34

### E

- Egypt 13, 16, 17, 19, 20, 21, 22, 23,  
25, 26, 27, 28, 29, 30, 31, 32,  
33, 34, 35, 44, 48, 51, 61, 62

### H

- Harun al Rashid 53  
Hegira 39, 40  
Hijrah 39

### I

- Ibn Battuta 18, 31  
Iraq 13, 16, 19, 20, 23, 26, 27, 31,  
33, 34, 41, 44  
Islam 8, 13, 16, 17, 23, 24, 28, 35, 36,  
37, 38, 40, 41, 42, 43, 44, 45,  
48, 52, 53, 54, 60, 61, 63, 64

### J

- Jordan 13, 20, 26, 27, 31, 33, 34

### K

- Kaaba 39, 51, 52, 64  
Kuwait 13, 16, 20, 27, 33

### L

- Lebanon 13, 16, 19, 20, 23, 26, 27,  
31, 33, 34  
Libya 13, 19, 21, 25, 27, 31, 32, 33,  
34, 51

### M

- Mauritania 13, 27, 31, 33, 34  
Mecca 16, 19, 23, 25, 28, 30, 32, 35,  
38, 39, 40, 41, 48, 50, 51  
Medina 16, 19, 23, 28, 30, 32, 35,  
39, 40, 41, 51, 52



Mohammed 16, 23, 25, 28, 35, 36,  
38, 39, 40, 41, 42, 43, 44, 48,  
49, 51, 52, 53, 54, 55, 63

Morocco 13, 18, 19, 25, 26, 27, 29,  
31, 32, 33, 34, 51

mosque 25, 41, 45, 48, 49, 50, 52, 53,  
59, 63, 64

## N

neocolonialism 20

## O

Oman 13, 23, 31, 32, 33

OPEC 20

## P

Palestinian Autonomous Area 13

## Q

Qatar 13, 27

Qur'an 23, 25, 36, 39, 40, 41, 47, 48,  
49, 51, 52, 55, 60, 63, 64

## R

Reconquista 18, 24, 29, 37

## S

Saudi Arabia 13, 16, 27, 31, 33, 34

Shiites 23, 28, 39, 40, 41, 53, 63, 64

Somalia 13, 27, 31, 33, 34

Sudan 13, 24, 27, 31, 33, 34

Sunnah 41, 49, 63

Sunnites 23, 28, 39, 40, 41, 53, 63, 64  
sura 51, 52

Syria 13, 15, 19, 20, 21, 22, 23, 26, 27,  
30, 31, 32, 33, 34, 44, 51

## T

Tunisia 13, 19, 25, 26, 27, 29, 31, 32,  
33, 34, 51

## U

Umayyads 53

United Arab Emirates 13, 27, 33

## W

Western Sahara 13

## Y

Yemen 13, 23, 27, 31, 33, 51



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