

DANIJELA TRŠKAN

**HISTORY
OF TODAY'S ARAB COUNTRIES
IN SLOVENIA**



Slovenian National Commission for UNESCO

Contribution to Euro-Arab Dialogue in the 21st Century

HISTORY OF TODAY'S ARAB COUNTRIES IN SLOVENIA

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INTRODUCTION

The publication is dedicated to Euro-Arab dialogue in the 21st century, since it contains an analysis and evaluation of the role and teaching of history in the Republic of Slovenia, with emphasis on the incorporation of the history of today's Arab countries in the history curricula for elementary and secondary schools and in the study programmes of history at Slovene universities.

After talking with one of the representatives of one of today's Arab countries at a meeting of Arab and European representatives for the international project Euro-Arab Dialogue: Comparative Study of School Textbooks, organised by the Moroccan National Commission for UNESCO and the French National Commission for UNESCO in Strasbourg from 29th March to 30th March 2009, we realised that the first step towards the mutual knowledge and understanding of education lies in the proper presentation of the education system and lessons in individual countries. Only after that can more concrete forms of school cooperation be carried out.

Thus Chapter 1 presents the education system of the Republic of Slovenia and the role of history on all school levels: in elementary, secondary, and higher schools. The situation pertains to 2012, which is also the year in which this publication was created.

In order to make the publication interesting for today's Arab countries, the main focus lies on a demonstration of the teaching of Arab history or the history of today's Arab countries. For this purpose all of the history curricula in elementary and secondary schools were analysed, as well as the study programmes of history at Slovene faculties. The results are presented in Chapter 2.

Two publications that show the inclusion of the history of Arab countries in contemporary history textbooks for elementary and secondary schools deserve mention; the first one was published in the Slovene language under the title *Pregled zgodovine današnjih arabskih držav*

v slovenskih učbenikih za zgodovino [Overview of the History of Today's Arab Countries in Slovene History Textbooks] by the publishing house Znanstvena založba Filozofske fakultete in 2011. The second publication was published in the English language with the title *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* by the Slovenian National Commission for UNESCO in 2011. Both publications can be accessed at: <http://www.ff.uni-lj.si/oddelki/zgodovin/DANIJELA/DIDAKTIKAZGODOVINE/UNESCO.htm>.

Chapter 3 presents a concrete example of a lesson in elementary school or the planning of a class lesson on the Arab state (7th–8th century) with additional assignments that are published in workbooks or teachers' handbooks.

In its conclusion the publication gives suggestions for school cooperation among European and Arab countries, with emphasis on cooperation in the subject of history, with which we wish to encourage Euro-Arab cooperation in the field of education in the Republic of Slovenia.

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 Furocat d.o.o. I especially thank Sanja Dolinar for allowing the publication of a lesson she had prepared and carried out at an elementary school.

For financial support and guidance I thank Marjutka Hafner, Director of the UNESCO Office of the Slovenian National Commission for UNESCO, Gašper Hrastelj and Barbara Urbanija, also from the Office of the Slovenian National Commission for UNESCO.

Ljubljana, October 2012

Danijela Trškan, Ph.D.

CHAPTER 1

THE EDUCATION SYSTEM IN SLOVENIA AND THE ROLE OF HISTORY

“Knowledge is the focal point of development. That is why Slovenia strongly supports the idea of the construction of a knowledge society. It is necessary to focus on those aspects of education which best respond to the true requirements of society and the market and which will contribute most effectively to the modernisation of the education system in the future.”¹

In Slovenia the education system consists of:

- pre-school education,
- basic education (elementary education: primary and lower secondary education),
- (upper) secondary education: vocational and technical education, general secondary education,
- higher vocational education,
- higher education.

Specific parts of the system are also adult education, music and dance education, special needs education.

In 2008, 18% of the adult population (aged 25–64) of the Republic of Slovenia have attained elementary education qualification or less, 59% have attained secondary education qualification, of which 28% have attained short-term vocational or secondary vocational qualification, and almost 23% of the adult population have attained higher education qualification.²

1 Education in Slovenia: http://www.mss.gov.si/en/areas_of_work/education_in_slovenia/publications (24 February 2011).
2 Rapid reports. 20 November 2009, No. 3. Education in Slovenia, 2007–2008, p. 1: <http://www.stat.si/doc/statinf/09-si-271-0901.pdf> (2 August 2012).

Below is a presentation of the status of the subject of history in the Slovene education system.

In the Republic of Slovenia upbringing and education begin with pre-school education, which is not compulsory and is carried out in public and private kindergartens. Some of the contents and activities are already connected with history or local/regional history.

However, elementary school is compulsory, lasts nine years and is free of charge. Children must be included in it at age six.

Table 1: Weekly Timetable of the 9–Year Elementary School³

Subjects/ Number of lessons per week	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	Total number of lessons per subject
<i>Slovene Language</i>	6	7	7	5	5	5	4	3.5	4.5	1631.5
<i>Mathematics</i>	4	4	5	5	4	4	4	4	4	1318
<i>Foreign Language</i>				2	3	4	4	3	3	656
<i>Visual Arts</i>	2	2	2	2	2	1	1	1	1	487
<i>Music</i>	2	2	2	1.5	1.5	1	1	1	1	452
<i>Social Sciences</i>				2	3					175
<i>Geography</i>						1	2	1.5	2	221.5
<i>History</i>						1	2	2	2	239
<i>Civic and Patriotic Education and Ethics</i>							1	1		70
<i>Environmental Education</i>	3	3	3							315
<i>Physics</i>								2	2	134
<i>Chemistry</i>								2	2	134
<i>Biology</i>								1.5	2	116.5
<i>Natural Sciences</i>						2	3			175
<i>Natural Sciences and Techniques</i>				3	3					210
<i>Techniques and Technologies</i>						2	1	1		140
<i>Home Economics</i>					1	1.5				87.5
<i>Sports Education</i>	3	3	3	3	3	3	2	2	2	834
<i>Elective subjects</i>							2/3	2/3	2/3	204/306

3 Organisation of the education system in Slovenia. 2008/09, p. 69: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SI_EN.pdf (2 August 2012).

Although historical contents are already included in the subject of Social Sciences, the subject of History is an independent and obligatory subject in elementary schools in the final four years. The table below shows that the total number of lessons (one lesson equals 45 minutes) for the subject of history in elementary school is 239.

Table 2: Annual Number of History Lessons with Regard to the Age of Pupils in Elementary Schools

Age of elementary school pupils	Number of lessons
11–12	35
12–13	70
13–14	70
14–15	64
<i>Total number of history lessons</i>	239

Secondary education is free of charge and not compulsory.

General secondary education is carried out by general secondary schools, which are of three types: general, classical (with Latin and Greek), and professional. Professional schools have three specialisations, namely: technical, art, and economics. All general secondary schools finish with a leaving examination (*matura*), which is a general condition for admission to the higher education. *Matura* consists of five subjects. Three are obligatory subjects: the mother tongue, the foreign language (English or German), and mathematics. In addition, two elective subjects are required. History is only one of the electives.

Table 3: Weekly Timetable of the 4–Year General Secondary Schools⁴

Subjects/Number of lessons per week	1st year	2nd year	3rd year	4th year	Total number of lessons per subject
<i>Slovene Language</i>	4	4	4	4	560
<i>Mathematics</i>	4	4	4	4	560
<i>First Foreign Language</i>	3	3	3	3	420
<i>Second Foreign Language</i>	3	3	3	3	420

4 *Lessons are included in the compulsory elective contents.

Structures of Education and Training Systems in Europe. Slovenia. 2009/10 Edition p. 25: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/structures/041_SI_EN.pdf (2 August 2012).

Subjects/Number of lessons per week	1st year	2nd year	3rd year	4th year	Total number of lessons per subject
<i>History</i>	2	2	2	2	280
<i>Physical Education</i>	3	3	3	3	420
<i>Music</i>	1.5				52+18*
<i>Arts</i>	1.5				52+18*
<i>Geography</i>	2	2	2		210
<i>Biology</i>	2	2	2		210
<i>Chemistry</i>	2	2	2		210
<i>Physics</i>	2	2	2		210
<i>Psychology</i>			2		70
<i>Sociology</i>		2			70
<i>Philosophy</i>				2	70
<i>Information Science</i>	2				70
<i>Core elective subjects</i>		1–3	1–5	8–12	490–630
<i>Compulsory elective contents</i>	90	90	90	30	300

History is an obligatory subject in general secondary schools with a different number of lessons (one lesson lasts 45 minutes), namely from 210 to 350 lessons.

Table 4: Annual Number of History Lessons with Regard to the Age of Students in General Secondary Schools

Age of secondary school students/ Types of general secondary schools	General schools	Classical schools	Professional schools
15–16	70	105	70
16–17	70	105	70
17–18	70	70	70
18–19	70	70	–
<i>Total number of history lessons</i>	280	350	210

Secondary vocational and technical education is the most diversified one. It offers: short-term vocational education (lasting two and a half years), secondary vocational education (three years), secondary technical education (four years, or two years after completing a three-year programme, or a one-year vocational course after completing general secondary education) or post-secondary vocational education (two years).⁵

5 *Slovene Education System Yesterday, Today, Tomorrow*. (2007). Ljubljana, Ministry of Education and Sport, p. 69.

History is an obligatory subject only in secondary technical schools, where students have 103 history lessons in the first year (hence the total number of lessons is only 103). On the other hand, secondary vocational schools incorporate historical contents into other subjects. Short-term vocational schools offer the subject Social and Natural Sciences, comprising 248 lessons, of which social science and humanistic contents are allocated 155 lessons and natural science contents 93 lessons. Secondary vocational schools offer the subject Social Sciences, comprising 132 lessons; 66 lessons in the first year and 66 lessons in the second year, with one third of the lessons intended for historical contents.⁶

Higher vocational education is intended for those vocations that do not require higher education (e.g. in the areas of mechanics; photography; construction and civil engineering; informatics; wood technology; telecommunication; environmental protection; horticulture; tourism etc.⁷).

Higher education in Slovenia is divided into three cycles according to the Bologna principles. The first cycle includes vocational higher education study programmes and university study programmes, the second cycle includes master's study programmes, and the third cycle includes doctoral study programmes. Full-time students in the first or second cycle studies do not pay tuition fees. "Doctoral students in the third cycle are either employed by the State, in which case their tuition fees and salaries are covered from the State budget, or they have the status of a doctoral student. In the latter (rare) cases the State subsidises part of the tuition fee for the majority of such students. /.../ Part-time students (and students in non-subsidised places at private institutions) pay tuition fees."⁸

History can be studied on all levels at the four universities in Slovenia or at the four faculties.

6 *Secondary Vocational Education. Knowledge Catalogue. Social Sciences.* (2007): http://portal.mss.edus.si/msswww/programi2008/programi/drugi_del/SPI/KZ-IK/spi_kz_dru_132.doc (24 January 2009).

Short-Term Vocational Education. Knowledge Catalogue. Social and Natural Sciences. (2007): http://portal.mss.edus.si/msswww/programi2007/programi/drugi_del/NPI/KZ-IK/NPI_KZ_drub_in_nar.doc (24 January 2009).

7 Structures of Education and Training Systems in Europe. Slovenia. 2009/10 Edition, p. 34: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/structures/041_SI_EN.pdf (2 August 2012).

8 *Ibid.*, p. 36.

Table 5: Overview of University Study Programmes of History by Faculties⁹

Level of Study / Faculties	Faculty of Arts (University of Ljubljana)	Faculty of Arts (University of Maribor)	Faculty of Humanities (University of Primorska)	School of Humanities; Graduate School (University of Nova Gorica)
First level	<i>First Cycle University Study Programme of History</i>	<i>First Cycle University Study Programme of History</i>	<i>First Cycle University Study Programme of History</i>	<i>First Cycle University Study Programme of Cultural History</i>
	<i>First Cycle University Dual-Subject Study Programme of History</i>	<i>First Cycle University Dual-Subject Study Programme of History</i>	<i>First Cycle University Dual-Subject Study Programme of History</i>	
Second level	<i>Second Cycle Master's Study Programme of History</i>	<i>Second Cycle Master's Study Programme of History</i>	<i>Second Cycle Master's Study Programme of History</i>	<i>Second Cycle Master's Study Programme of Cultural History</i>
	<i>Joint Master's Programme of History of Southeast Europe</i>			<i>European Master's in Migration and Intercultural Relations</i>
	<i>Second Cycle Master's Pedagogical Dual-Subject Study Programme of History</i>	<i>Second Cycle Master's Pedagogical Dual-Subject Study Programme of History</i>	<i>Second Cycle Master's Pedagogical Dual-Subject Study Programme of History</i>	
		<i>Second Cycle Master's Dual-Subject Study Programme of History</i>		
	<i>Second Cycle Master's Pedagogical Study Programme of History</i>			
Third level	<i>Interdisciplinary Doctoral Programme of Humanities and Social Studies (Field: History)</i>	<i>Doctoral Programme of History</i>	<i>Doctoral Programme: History of Europe and the Mediterranean</i>	<i>Doctoral Programme: Comparative Studies of Ideas and Cultures</i>

Adults can obtain education in special educational programmes for adults or in programmes for young people that are provided by public educational institutions for adults (so-called people's universities) or public schools and other private organisations for adult education.¹⁰ The subject of history is likewise a subject in educational organisations for adults (for completing elementary or secondary school education, for preparing for the history *matura* examination etc.).

Pupils with special needs are given places in various elementary school programmes according to their disability. The programmes are as

⁹ Data on these programmes are cited in the List of University Study Programmes of History.

¹⁰ *Slovene Education System Yesterday, Today, Tomorrow*. (2007). Ljubljana, Ministry of Education and Sport, pp. 65–66.

follows: nine-year elementary school programme, nine-year elementary school programme with additional professional assistance, nine-year elementary school programme with equivalent educational criteria, and nine-year elementary school programme with lower educational criteria; they are provided by special educational institutions. The subject of history is modified for pupils with special needs in the nine-year elementary school programme with equivalent educational criteria, namely for the movement-impaired, for the deaf and hard of hearing pupils, for pupils with speech and language disorders, for the blind and partially sighted.¹¹

Secondary schools and special schools for the disabled offer modified lower and upper secondary vocational education and training programmes. In accordance with their disabilities secondary school students can choose other secondary school programmes, where they are entitled to additional expert help. Students with special needs can also be given special treatment in higher education studies due to their peculiarities.

The official teaching language in schools and other institutions in the Republic of Slovenia is Slovene. In the Slovene Istria, members of the Italian ethnic community have lessons in Italian, with the subject of Slovene being obligatory. In other schools in the Slovene Istria the subject of Italian is obligatory in elementary and secondary schools. In the area also inhabited by members of the Hungarian ethnic community lessons in elementary and secondary schools are carried out bilingually in the Slovene and Hungarian languages.¹²

In order to teach in elementary and secondary schools teachers must conclude the second cycle of the Bologna system or a pedagogical orientation of the second cycle (a total of 300 ECTS of the first and second cycle combined). Thus history teachers who can teach in elementary or secondary schools and educational institutions for adults must have concluded a non-Bologna university pedagogical study programme (four-year study) or a second cycle (master's) Bologna pedagogical study programme of history. In the event that they have concluded a non-pedagogical study programme of history, they must also take a supplementary

11 Data on these curricula are cited in the List of Elementary School History Curricula for Pupils with Special Needs.

12 *Slovene Education System Yesterday, Today, Tomorrow*. (2007). Ljubljana, Ministry of Education and Sport, p. 66.

post-graduate pedagogical course leading to a teaching qualification. Before applying for a job at a school, they have to acquire practical skills during traineeship (which lasts ten months in an elementary or secondary school) and have to pass the State Teacher Certification Examination.

Today future history teachers for elementary and secondary schools are educated by the Faculty of Arts (University of Ljubljana), Faculty of Arts (University of Maribor), and the Faculty of Humanities (University of Primorska). History or historical courses can be lectured at universities by doctors of sciences (historical sciences), who have obtained the appropriate titles (assistant professor, associate professor, full professor).

History is a very important subject in elementary and secondary schools; the study of history is likewise important at all universities in the Republic of Slovenia. In addition to the first – informative role of learning history that informs the learners about the most important events from the national, European, and world history, there are two other important roles. The second is the functional role that trains young people for historical thinking, reasoning, evaluation, and historical research. The third is the educational role, which influences the attitude and values of students, especially their reflective attitude towards the environment and the world.

CHAPTER 2

HISTORY OF TODAY'S ARAB COUNTRIES IN ELEMENTARY, SECONDARY, AND HIGHER SCHOOL HISTORY CURRICULA AND PROGRAMMES

“History is the basic expression of the eternal human desire to unravel the mystery of human existence, the invaluable experience of the differences among people and the numerous encounters of people and events. It appears that the human mind requires a useful past, because it is the historical memory that is the key to self-image, a way of understanding the individual position in this passing time and a means of understanding the human past.”¹³

What follows is a presentation of all the history curricula that exist in elementary and secondary schools, as well as the study programmes of history at Slovene universities. In the case of the curricula and study programmes it will be ascertained which contents relate to the history of 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 (also the territory of the Palestinian Autonomous Area and Western Sahara, which is today occupied by Morocco under international law).

2.1 HISTORY OF TODAY'S ARAB COUNTRIES IN ELEMENTARY SCHOOL HISTORY CURRICULA

Three different curricula exist for elementary school, namely the history curriculum for elementary schools in the Slovene language, the history curriculum for bilingual elementary schools with additional contents on Hungarian history (in the territory of the Hungarian border), and the

13 Zver, Milan (2006). Miti in stereotipi v učilnicah [Myths and Stereotypes in Classrooms]. In: *The Mythical and Stereotypical in the Slovenian View of History: Publication of Reports*. 33rd Meeting of the Historical Association of Slovenia in Kranj. Ljubljana: Historical Association of Slovenia, p. 5.

history curriculum with Italian as the teaching language and with additional contents on Italian history (in the territory of the Italian ethnic minority).¹⁴

The curriculum includes obligatory and elective topics. The obligatory topics are political and socioeconomic reviews, while the elective topics are more concerned with cultural history and the everyday life of people.

In the 6th grade (for pupils aged 11–12) the obligatory topic is Remnants of the Past (Getting to Know History), while four elective topics are available: Man Thinks, Creates and Builds; The Beginnings of Science, Art and Religion; Way of Life; Cultural Heritage.

In the 7th grade (for pupils aged 12–13) the obligatory topics are: Prehistoric People; Ancient Egypt and Civilisations of the Fertile Crescent; Ancient Greece; The Roman State; The Middle Ages – the Shaping of a New Cultural and Political Image of Europe; the following elective topics are available: Prehistory in Slovenia; Art of the Prehistoric People; Ancient India, China, America; Cultural Heritage of the Ancient Civilisations of Egypt, Mesopotamia and the Near East; Ancient Culture; Ancient Economy; The Ancient Everyday Life; The Mediterranean – the Place of Cooperation and Antagonism between Cultures; The Cultural Image of Non-European Peoples.

In the 8th grade (for pupils aged 13–14) the obligatory topics are: Frontiers of the Known World Expand; The Changed Political and Religious Image of Europe; From Feudal Fragmentation to the End of the Old Order; Industrialisation; Ascent of the Bourgeoisie. The following elective topics are available: Journey to the Mysterious Places of Asia and Africa; New View of the World and Man; Life in the Ottoman State; Peasant Uprisings, Epidemics and Natural Disasters; Modern Rulers and Their States; Baroque; The First Capitalist Great Powers and the Inventions that Changed the Lives of People; The Life of People in the 19th Century; Art in the 19th Century.

In the 9th grade (for pupils aged 14–15) the obligatory topics are: Political Characteristics of the 20th Century; Economic Changes in the 20th and 21st Centuries; Slovenes in the 20th and 21st Centuries; the

14 Data on these curricula are cited in the List of Elementary School History Curricula.

elective topics are: From the Telegraph to the Internet; Changes to the Everyday Life in the 20th Century; Wars in the 20th and 21st Centuries.

Seeing that the history curricula include world, European, and Slovene history it will be ascertained below whether the learning objectives also pertain to non-European nations and which teaching content in the elementary school curriculum pertains to the history of today's Arab countries – or Arab history.

In the case of learning objectives it has been ascertained that more objectives refer to getting to know world history. E.g. by the end of elementary school pupils should be able to: “build, expand and deepen their knowledge of the most important events, phenomena, and processes from world, European, regional, and national history; /.../ build, expand and deepen their knowledge of the everyday life, work, and mentality of people in individual historical periods and the causes why these changed; /.../ develop the ability to understand and respect different cultures, religions, races, and communities; /.../ in mutual contacts and relations; to respect differentness and diversity; mutual cooperation; to respect human rights and democratic citizenship.”¹⁵

A greater number of elective than obligatory topics relates to the history of today's Arab countries. Of the 38 topics offered in total, 2 obligatory topics and 4 elective topics match this criterion; therefore not many teaching contents are connected with Arab history. The creation of the Arab state in the 7th century is also discussed under an elective topic.

The elective topic entitled *The Beginnings of Science, Art and Religion* contains the following contents: *The Beginnings of Science at the Time of the High Cultures (Mummification in Ancient Egypt and the Beginnings of Medicine; The Beginnings of Mathematics and Astronomy); The Beginnings of Art at the Time of the First High Cultures; The Beginnings of Religion at the Time of the First High Cultures.*

The obligatory topic *Ancient Egypt and the Civilisations of the Fertile Crescent* includes the following contents: *The State and the People;*

15 *Curriculum: Programme of Elementary School Education. History.* (2011). Ljubljana: Ministry of Education and Sport: The National Education Institute of the Republic of Slovenia: pp. 5–6: http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_zgodovina.pdf (1 June 2011).

Architectural Achievements and Science of the Oldest Civilisations; Religion. Under this obligatory topic pupils “explain the conditions for the creation of the first civilisations; describe the characteristics of the social order of the first states; based on the example of the first civilisations of the Fertile Crescent they describe the most important architectural achievements and the main achievements of science; based on the examples of the first civilisations of the Fertile Crescent they describe the religious system and mythology.”¹⁶

In the case of the elective topic Cultural Heritage of the Ancient Civilisations of Egypt, Mesopotamia and the Near East, several contents refer to the history of today’s Arab countries. These are: Architecture, Pyramids, Temples; Hieroglyphs, Cuneiform and the Alphabet; Polytheism and Monotheism of the Ancient East. Pupils “explain the historical circumstances for the building of the pyramids, temples and other great buildings of the civilisations of the ancient East; explain the way construction was carried out by the civilisations of the ancient East; compare the similarities and differences in the buildings of the civilisations of the ancient East; list the types of writings used by the civilisations of the ancient East; compare examples of the contents of the first written records from the civilisations of the ancient East; compare the similarities and differences in the religions of the civilisations of the ancient East.”¹⁷

The elective topic entitled The Mediterranean – a Place of Cooperation and Antagonism between Cultures likewise contains more topics relating to Arab history. These contents are: Meeting Points of Civilisations: Franks, Arabs, Byzantium; Islam and the Crusaders; Ottoman Empire and Europe. The learning objectives envisage that the pupils “describe the basic characteristics of the Frankish, Arab and Byzantine culture; analyse the reasons behind the conflicts between Europe and the Arab world; explain the characteristics of the Ottoman Empire; explain and describe the basic cultural differences between Eastern and Western Europe.”¹⁸

The elective topic The Cultural Image of Non-European Peoples is dedicated to non-European history, but pertains to Asian history (India, China, Mongolia) and the pre-Columbian cultures in America.

16 Ibid., p. 10.

17 Ibid., p. 11.

18 Ibid., p. 14.

The elective topic entitled Journey to the Mysterious Places of Asia and Africa is likewise devoted only to Indian culture and the heart of Africa.

The obligatory topic Political Characteristics of the 20th Century includes the following contents: The World Divided into Blocs; Decolonisation of the Third World; Connections between Europe and the World. Pupils “compare the political, social and economic characteristics of Europe and the world at the time of the bloc division; distinguish between the political circumstances during the Cold War and after the war; while referring to a map they compare the political map of the world prior to the two World Wars and after the Cold War, explaining the reasons for the changes; on a concrete example they analyse the differences between the military way of solving conflicts and the political way; describe the reasons for the integrations within Europe; state the main European and world integrations.”¹⁹

In the case of the elective topic Wars in the 20th and 21st Centuries the contents are: Wars as a Result of the Bloc Division of the World; Terrorism; Armament in the 20th and 21st Centuries. Pupils “analyse the phenomenon of modern terrorism; explain the causes for contemporary conflicts and their consequences; describe the new technologies and weaponry that cause increasingly greater destruction; explain the impact of contemporary military technological inventions on life after the war.”²⁰

In elementary school pupils come across history as early as the 4th and 5th grades (ages 9–11) under the subject of Social Sciences.²¹ Within the historical contents pupils come to know local and Slovene history, particularly the life of people in the past, which they compare to the life of today. Their spatial perception begins in their home town and is then transferred to Slovenia and Europe. Therefore the curriculum for Social Sciences does not contain any contents relating to the history of today's Arab countries. The subject of Social Sciences contains objectives from the field of geography, sociology, history, ethnology, psychology, economics, politics, ethics, aesthetics, ecology etc. Upgrade of the knowledge acquired in the subject of Social Sciences is carried out from the

19 Ibid., pp. 22–23.

20 Ibid., pp. 25–26.

21 Data on these curricula are cited in the List of Elementary School Social Sciences Curricula.

6th to the 9th grade under the subjects of History, Geography, Civic and Patriotic Education and Ethics.²²

It has been established that pupils in elementary school already become acquainted with world history, which is mostly connected with the ancient history of Egypt, Mesopotamia and the Near East, and in the case of contemporary history with events in the second half of the 20th century. Elementary school pupils become acquainted with Arab history at ages 12–13 (in the 7th grade), namely with the formation of the Arab state in the 7th century, the expansion of the state in the 8th century and the spreading of Islam, and with Arab culture and the first conflicts between Europe and the Arab world. One flaw is that in the history curriculum for elementary school this content belongs to the elective topics.

2.2 HISTORY OF TODAY'S ARAB COUNTRIES IN GENERAL SECONDARY SCHOOL HISTORY CURRICULA

Different curricula exist for three types of general secondary schools: general, classical, and professional. In addition there are also history curricula for implementation in the bilingual territory of Prekmurje with emphasis on Hungarian history and the history curricula for schools in the Slovene Istria with Italian as the teaching language and with emphasis on Italian history.²³

The curricula for general secondary schools contain obligatory and elective topics for each year. The obligatory topics mainly include the political/military and socioeconomic events, while the elective topics mainly include cultural history and everyday life. In certain cases Slovene history is included in special broader topics, while in other cases it is included in the broader Central European and European area. The topics include local, national, regional, and European history, while some also include the non-European world or world history.

22 *Curriculum: Programme of Elementary School Education. Social Sciences.* (2011). Ljubljana: Ministry of Education and Sport: The National Education Institute of the Republic of Slovenia, pp. 4–6: http://www.mizks.gov.si/fileadmin/mizks.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_druzba_OS.pdf (4 August 2012).

23 Data on these curricula are cited in the List of General Secondary School History Curricula.

Below is a presentation of the contents of the history curriculum for general secondary schools, as this curriculum is the basis for all other curricula. The curriculum is topic-based and includes “selected key historical occurrences and processes, which are a condition for understanding the cultural development of the human race and civilisation. Emphasis is placed on social and cultural topics and content relating to the history of everyday life, depicting the material and immaterial accomplishments of humanity in selected historical periods.”²⁴

The first year includes the period of prehistory and antiquity. It has three obligatory topics (Why is History Important?; From City-States to the First Empires; Prehistoric and Antique Cultural Heritage in the Territory of Slovenia) and three elective topics (Meeting Points of Cultures; History of Everyday Life; From the First Artists to the First Scientists; From Magic to Religion).

The second year includes the Middle Ages, the period of Humanism and Renaissance, the period of absolutism, and the beginnings of industrialisation. It has three obligatory topics (Different Models of Rule; Ethnic, Social, and Economic Changes; Development of Historical Countries and the Slovenes) and four elective topics (Meeting Points of Cultures; How Dark were the Middle Ages in Reality?; Mediaeval Religious Wars; Ways of Life in the Countryside and Towns Situated in the Territory of Slovenia from 11th to 18th Century).

The third year includes the history of the 19th century. It has three obligatory topics (Ascent of the Bourgeoisie and Introduction of Parliamentary Democracy; Troubled Waters: from National Movements to the First World War; Slovene National Movement) and four elective topics (The Splendour and Misery of Industrial Development; Everyday Life in the 19th Century; Social Development in Slovenia in the 19th Century; Meeting Points of Cultures: The Far East, North and Latin America in the 19th Century).

The fourth year includes history of the 20th and 21st centuries. It has three obligatory topics (Development of Democracy; Cooperation and

24 *Curriculum: History. General Secondary Education. General Secondary School.* (2008), p. 10: http://portal.mss.edus.si/msswww/programi2008/programi/media/pdf/ucni_nacrti/UN_ZGODOVINA_280_UR_gimn.pdf (26 September 2008).

Conflicts in the 20th Century; Development of the Slovene Nation in the 20th Century) and four elective topics (Civil Social Movements and Human Rights; Migration of the Population; Science and Technology in the 20th Century; The Changing Ways of Life in Slovenia after the Second World War).

The obligatory and elective topics are the same for general and classical schools, while professional schools have a smaller number of lessons and hence lack certain elective topics (From the First Artists to the First Scientists; From Magic to Religion; Mediaeval Religious Wars).

Since the history curriculum contains world history it will be ascertained in the following whether the learning objectives also relate to non-European nations and which teaching content in the curriculum for general secondary schools refers to the history of today's Arab countries or Arab history.

Among the general objectives that regard the knowledge and understanding of historical events, of the phenomena and processes of the past and present either at home or abroad, the following objectives can be pointed out. Students "explain key events and processes from world, European, regional, Slovene, and local history; /.../ develop through chosen examples from history such views on the world that respect human rights, equality and democracy, as well as democratic and responsible citizenship; /.../ understand and respect differences between beliefs, cultures and communities; /.../ develop a positive attitude towards variety, multiculturalism and different social models."²⁵

The curriculum also emphasises the development of social and civic competences. Thus secondary school history lessons are to develop these competences "by encouraging intercultural dialogue and tolerance; by developing cultural dialogue and considering and respecting different views; /.../ by developing and encouraging a positive attitude towards democracy, the respect of human rights and equality, and a responsible and critical citizenship; /.../ by understanding and respecting various faiths and ethnic groups."²⁶

In the curriculum a greater number of elective than obligatory topics relates to Arab history or the history of today's Arab countries.

25 *Ibid.*, pp. 8–9.

26 *Ibid.*, p. 11.

The obligatory topic *From the City-States to the First Empires* also discusses the first high cultures. The contents are: “Fertile Crescent”: New Ideas, New Discoveries (the beginnings of the processing of metal, the first cities); First Civilisations along the Great Rivers. In the scope of this content the students are to: “analyse the circumstances and reasons for the process of the social and political organisation of the first human societies; compare the forms of national organisations and models of rule in antiquity; compare the methods of establishing relations between countries, between the rulers and the ruling on the one hand and the people on the other; place the key events, phenomena and processes from the period of prehistory and antiquity in the appropriate historical space and time.”²⁷

The elective topic *From the First Artists to the First Scientists* also includes content on the Egyptian tradition (writing, sciences: mathematics, astronomy, medicine). The elective topic *From Magic to Religion* also contains content on the creation of world religions (Christianity, Judaism, Hinduism, Buddhism, Confucianism, Islam). Under this topic students can develop “the ability to understand and respect the differentness and diversity of religions; /.../ the willingness to overcome prejudice and stereotypes; /.../ a positive attitude towards diversity and multiculturalism”; and get to know “the importance of intercultural dialogue and tolerance.”²⁸

The obligatory topic *Ethnic, Social and Economic Changes* also includes contents on the great geographical discoveries (Important Geographical Discoveries and the Formation of Colonial Empires), where students “compare the advantages and weaknesses of the great geographical discoveries for Europe and the rest of the world.”²⁹

The elective topic *Meeting Points of Cultures* includes: Russia, Vikings, Arabs, Byzantium, Mongols, Ottomans, Black Africa, China, America, Japan and Indo-China. Students “study the characteristics of the economic, social, political and cultural development of the selected area or culture; study and make conclusions regarding the relations of the selected area or culture with the Western world; place the key social,

27 *Ibid.*, p. 14.

28 *Ibid.*, p. 20.

29 *Ibid.*, p. 22.

economic, political and cultural changes of the selected area or culture in the appropriate historical time and space.”³⁰ Under this topic the students can “develop a responsible and positive attitude towards the preservation of European and world cultural heritage; develop a positive attitude towards respecting the differentness and diversity of religions and cultures or get to know the importance of multiculturalism and intercultural dialogue and tolerance; develop the openness to new ideas and to overcoming stereotypes and prejudice.”³¹ In the entire curriculum this is the only topic that mentions the word Arabs.

The elective topic Mediaeval Religious Wars also includes content on the Crusades: The Crusades and their Aftermath; Wars of the Christian and Muslim World. Students “analyse the reasons for the Crusades and judge their aftermath; argue whether the Crusades were in fact ‘a conflict between two civilisations.’”³²

The obligatory topic Troubled Waters: from National Movements to the First World War includes the following contents: Competition between Countries and Discovering the “Undiscovered World”; Foundations of Imperialism and Colonial Policy; Division of the World and the Aftermath of Colonialism. Students “explore the causes for and consequences of imperialism.”³³

The elective topic Meeting Points of Cultures appears several times, but focuses on India, China, Japan, America, and Asia.

The obligatory topic Cooperation and Conflicts in the 20th Century includes the following contents: The Cold War; Contradictions of the Cold War; Changes and Connections across the World (Africa, Asia, Latin America); Terrorist Movements and their Influence on the World. Students “explore the roots of the emergence of the bloc division of the world; /.../ explore and compare different conflicts caused by the Cold War; explore the different forms of political, economic and cultural connections of the world after the Second World War; /.../ analyse the different forms of integrations of the third/undeveloped world from the

30 Ibid., p. 25.

31 Ibid.

32 Ibid., p. 27.

33 Ibid., p. 31.

Second World War onwards; explore the different aims and forms of terrorism and the views on it.”³⁴

In the scope of the elective topic Migrations of the Population students: “explore and compare the causes for migrations in different periods of the 20th century; compare the status of political and economic migrants.”³⁵ Contents are as follows: Search for a Better Life at the Turn of the 19th to the 20th Century (Migration of Europeans and Migration of Asians), Economic Migrations in Europe and the World (from the 1960s onwards to Western Europe: from Turkey and Yugoslavia, and today from Africa and Asia).³⁶

It has been ascertained that the general secondary school curricula also include contents relating to the history of today's Arab countries, namely the first high civilisations (Egypt), the creation of Islam, the formation and expansion of the Arab state, the period of colonial empires and imperialism, contemporary wars and terrorism. The objectives that stand out are those in which students are to primarily develop a proper attitude towards the differentness and diversity of religions and cultures or come to understand the importance of multiculturalism and intercultural dialogue and tolerance.

2.3 HISTORY OF TODAY'S ARAB COUNTRIES IN SECONDARY TECHNICAL AND VOCATIONAL SCHOOL HISTORY CURRICULA

History in Secondary Technical School History Curricula

Three different curricula exist for secondary technical schools; namely the history curriculum that is carried out in the Slovene language, the history curriculum for bilingual elementary schools with additional contents on Hungarian history (in the territory of the Hungarian border), and the history curriculum with Italian as the teaching language and with additional contents on Italian history (in the territory of the Italian ethnic minority).³⁷

34 *Ibid.*, p. 38.

35 *Ibid.*, p. 42.

36 *Ibid.*, p. 43.

37 Data on these curricula are cited in the List of Secondary Technical School History Curricula.

The first part of the curriculum includes obligatory contents on the development of Slovene national identity and the path to a Slovene state in the 19th and 20th centuries, with the following topics: The Slovene Area and Slovenes in the Period up to the 18th Century (introduction); Slovenes at the Time of Enlightenment and National Awakening in the Hapsburg Monarchy from the Second Half of the 18th Century to 1848; Slovenes in 1848 and the National Programme 'United Slovenia'; Slovenes in the Second Half of the 19th Century and at the Turn of the 20th Century; The First World War and Slovenes; Slovenes in the First Yugoslav State; The Second World War and Slovenes; Slovenes and Europe in the First Decade after the Second World War; Slovenia, the Most Developed Yugoslav Republic; Yugoslav Crisis and the Slovene Path to Independence; Europe and the Republic of Slovenia from the Attainment of Independence to the Present Day.

The compulsory elective part in the first part of the curriculum includes topics from European and world history, with the teacher selecting those topics that “support the missing knowledge of students and help to give meaning to the contents from Slovene history in the scope of European and world history (European identity).”³⁸ These are: The Early High Cultures and the Ancient World; Europe in the Middle Ages; Europe in Modern Times; The World and Europe in the 19th Century; Europe and the World in the 20th century.

The second part of the curriculum is implemented only if the school decides to increase the fund of history lessons from the open curriculum with a modification of the syllabus. In such a case teachers can select those topics that are in accordance with the professional orientation of the students. The following topics are available: History, Time and Space; Money through Time; From the Beginning of Writing to Information Literacy; Exchange and Trade from Times Past to the Present Day; Handicraft and Craft through Time; The Attitude of Man towards the Environment; Diet in Various Historical Periods; Traffic in Times Past and Today; From the Beginnings of Faith to Contemporary Religion; Warfare and Military Technique in Various Historical Periods; Medical Treatment and Hygiene throughout History; Architecture and Dwellings

38 *Secondary Technical Education. Vocational–Technical Education. Knowledge Catalogue. History.* (2007); http://portal.mss.edus.si/msswww/programi2008/programi/drugi_del/SSI/KZ-IK/kz_zgodovina_ssi_in_pti_103_126.doc (24 January 2009).

throughout History; The Role of Men and Women and the Meaning of Family in Various Historical Periods; Social Order from Antiquity to the Present Day; Information Giving and the Media in Times Past and Today; Great Personalities throughout History; Clothing throughout History; My Future Profession throughout History.³⁹

In the case of this curriculum as well it shall be determined whether the learning objectives also relate to non-European nations and which teaching content relates to the history of today's Arab countries or Arab history.

The general objectives envisage that the students "acquire a positive attitude towards the most important events, phenomena and processes of Slovene, European and world history"⁴⁰ and "a tolerant attitude towards different-minded people and become aware of the reasons for the differentness and diversity of the cultural, ethnic and language world (multiperspectivalism, tolerance)"⁴¹ or "a tolerant attitude towards different nations, races, religions and religious movements in various historical periods."⁴²

Only a few of the compulsory elective topics relate to the history of today's Arab countries. E.g. in the topic Early High Cultures and the Ancient World a student: "chronologically defines the formation of the first high civilisations; discovers which natural and economic factors influenced the formation of the first civilisations; can describe the life and work of different social strata and groups; evaluates the most important achievements of the first civilisations of the Ancient East."⁴³ In the topic Europe in the Middle Ages the student "realises that in addition to the Frankish/western civilisation the world of that time was also influenced by the Byzantine and Arab ones."⁴⁴ In the topic Europe and the World in the 20th Century the student: "points out the crisis areas and scenes of military conflicts in the second half of the 20th century on a map; explains the disintegration of colonial empires and the changes in Africa and Asia while referring to a map; /.../ understands why

39 Ibid.

40 Ibid., p. 42.

41 Ibid., p. 18.

42 Ibid., p. 42.

43 Ibid., p. 13.

44 Ibid., p. 14.

terrorism is a threat to peace and becomes acquainted with the efforts of countries to stabilise the conditions in the world at the beginning of the 21st century.”⁴⁵

In the case of the elective teaching contents only one elective topic, entitled *From the Beginnings of Faith to Contemporary Religion*, has contents relating to the Arab world. The objectives state that a student should “be familiar with the historical circumstances under which Islam was created and evaluate the role of the prophet Mohammed (on the map the student finds the Arabian peninsula and determines which countries existed in this area in the past and today); explains Islamization (uses a lexicon, the Dictionary of the Standard Slovene Language and looks up the term Islamization; looks up the meanings of the words Sunnites, Shiites, Dervishes); compares the basic characteristics of Christianity and Islam (looks up information on the basic characteristics of Islam in literature); /.../ evaluates the importance of Islamic culture and scientific discoveries for the further development of European culture (looks up information on the development of Arabic numerals or the development of science under Arab influence).”⁴⁶

History Contents in Secondary Vocational School History Curricula

Even though secondary vocational schools do not have the subject of history, historical contents are included in the subject of Social Sciences, which contains the following contents: Domestic and Global Area; World at a Crossroads; Attitude towards the Environment and the Consequences of Human Intervention; Dynamic Period of the Last Two Centuries; Life in a Community; Communication and Decision-making in a Community.

The objectives emphasise that students “develop the ability to recognise the key historical events and their consequences.”⁴⁷ The topic Life in a Community contains objectives that also refer to world history or the world community, in which students should also “understand the

⁴⁵ *Ibid.*, pp. 17–18.

⁴⁶ *Ibid.*, pp. 29–30

⁴⁷ *Secondary Vocational Education. Knowledge Catalogue. Social Sciences.* (2007), p. 3: http://portal.mss.edus.si/msswww/programi2008/programi/drugi_del/SPI/KZ-IK/spi_kz_dru_132.doc (24 January 2009).

cultural plurality of contemporary societies (particularly of youth sub-culture and counterculture) and relations between cultures; understand the processes of the creation and the changing of peoples and nations and the issue of relations between nations (prejudice, xenophobia, genocide, coexistence ...); get to know the social and cultural functions of religion, the processes of the changing of religions and the social conditions of religious pluralism and (in)tolerance.”⁴⁸

History Contents in Secondary Short-Term Vocational School History Curricula

Secondary short-term vocational schools include the subject Social and Natural Sciences. The purpose of social science contents is for the students to acquire knowledge and skills “that are important and necessary for the understanding of their own personal lives and the understanding of broader social phenomena and processes.”⁴⁹ The main social science topics are: Getting to Know the Landscape; Use of Maps and Information Technology; Slovenia and its Status in the European Union; World Problems; Man’s Attitude towards the Environment and the Consequences of Intervention in It; From Story to History; Present-day Slovene Area in the Past and the History of Slovenes up to the 19th century; Slovenes and the World in the 19th Century; Slovenes and the World in the 20th Century; Socialisation; Culture and Collective Identifications of Inequality and Stratification; Work and Economic Life; Communication and Decision-making in Society. The historical contents regard getting to know the fundamental events from Slovene history and the fundamental achievements of humanity in the 19th and 20th centuries, where the students above all develop the respect of differentness and diversity, and realise the importance of the political and geographical position of Slovenia in Europe and its role in the EU; this means that there is less of world history or that the curriculum does not include the history of the Arab world.⁵⁰

48 Ibid., p. 7.

49 *Secondary Short-Term Vocational Education. Knowledge Catalogue. Social and Natural Sciences.* (2007), p. 1: http://portal.mss.edus.si/msswww/programi2007/programi/drugi_del/NPI/KZ-IK/NPI_KZ_drub_in_nar.doc (24 January 2009).

50 Ibid., p. 2.

It has been ascertained that the curricula for secondary technical schools, just as those for general secondary schools, devote some attention to the history of today's Arab countries, namely in four periods (as compulsory elective contents): early high cultures in antiquity, the Arab state in the Middle Ages, colonialism and imperialism in modern times, and the wars of the 20th century.

In the curriculum for Social Sciences, which includes sociological, geographical and historical contents, the content is connected more with the contemporary operation of the state, the community and professional activity; therefore no content refers to world history, just as in the case of the curriculum for Social and Natural Sciences.

2.4 HISTORY OF TODAY'S ARAB COUNTRIES IN UNIVERSITY STUDY PROGRAMMES OF HISTORY

All the faculties at Slovene universities that offer the study of history focus predominantly on Slovene and European history. One special feature is characteristic of each faculty; namely that they offer either the history of the Mediterranean, the history of Southeast Europe, cultural history, history of the Balkans or e.g. non-European history.

The Faculty of Humanities (University of Primorska) provides the knowledge of world and European history and the history of the Mediterranean and Slovenes, with emphasis on the co-dependence of the Slavic, Romance and South European world from a political, economic, legal, cultural, and social aspect. Thus students can choose from: First Cycle University Study Programme of History; First Cycle University Dual-Subject Study Programme of History; Second Cycle Master's Study Programme of History, and Second Cycle Master's Pedagogical Dual-Subject Study Programme of History. The Doctoral Programme History of Europe and the Mediterranean includes different orientations.⁵¹

The Faculty of Arts (University of Maribor) offers a comprehensive view on the most important and recent findings regarding mankind's past (from the early civilisations to contemporary history), focusing

⁵¹ Faculty of Humanities (University of Primorska): <http://www.fhs.upr.si/sl/o-fakulteti/organiziranost-fakultete/oddelki/zgodovina> (5 August 2012).

special attention on the history of the Slovene ethnic area and the history of the Balkans on all levels. Thus students can choose from: First Cycle University Study Programme of History; First Cycle University Dual-Subject Study Programme of History; Second Cycle Master's Study Programme of History; Second Cycle Master's Pedagogical Dual-Subject Study Programme of History, and Second Cycle Master's Dual-Subject Study Programme of History. The Doctoral Programme of History contains five fundamental study orientations, which pertain to individual historical periods: ancient history, mediaeval history, early modern history, modern history (19th century), and contemporary history (20th century). These orientations incorporate different obligatory and elective contents that enable students to acquire the knowledge needed to research the selected historical issues.⁵²

The School of Humanities (University of Nova Gorica) offers a First Cycle University Study Programme of Cultural History and Second Cycle Master's Study Programme of Cultural History. Both programmes include the getting to know and exploring of the entire margin of the Slovene national area and all the cultural and language phenomena that are being created at the meeting point of different national cultures and at the crossroads of the Romance and Germanic world with the Slovene one.⁵³ Furthermore the School of Humanities offers an international master's study programme: European Master's in Migration and Intercultural Relations (Erasmus Mundus), which also contains historical contents. The Graduate School (University of Nova Gorica) offers a doctoral programme: Comparative Studies of Ideas and Cultures, which includes courses that are connected with today's Arab countries.⁵⁴

The Faculty of Arts (University of Ljubljana) offers the broadest range of different study programmes in which students can become acquainted with and deepen their historical knowledge of the political, social, economic, and cultural history of Slovenia, the Southeast European area, Europe, and the world. Students can choose from: First Cycle University Study Programme of History and First Cycle University Dual-Subject

52 Faculty of Arts (University of Maribor): <http://www.ff.uni-mb.si/oddelki/zgodovina/> (30 July 2012).

53 School of Humanities (University of Nova Gorica): <http://www.ung.si/si/studijski-programi/> (30 July 2012).

54 Ibid.

Study Programme of History; Second Cycle Master's Study Programme of History; Joint Master's Programme of History of Southeast Europe; Second Cycle Master's Pedagogical Dual-Subject Study Programme of History and Second Cycle Master's Pedagogical Study Programme of History. The Interdisciplinary Doctoral Programme of Humanities and Social Studies (Field: History) is designed as a deepening and upgrade of the second cycle (master's) study programmes of history.⁵⁵

Graduates or master's students become qualified to perform certain types of research, journalistic, archival, and museum work within different types of jobs within the discipline and different types of similar work in the field of the humanities and social sciences. Master's students of pedagogical orientation can become employed in schools and other educational institutions. Ph.D. students on the other hand are professionally qualified scientists, researchers or pedagogical workers that are qualified to conduct internationally comparable research into current theoretical and practical issues in the field of history.

Certain study programmes at the faculties also include courses with contents relating to the history of today's Arab countries. These study programmes or courses are shown by cycles below.

First Cycle University Study Programmes of History

The First Cycle University Study Programme of History and the First Cycle University Dual-Subject Study Programme of History at the Faculty of Humanities (University of Primorska) include the obligatory course *The Rise and Fall of Cultural and Economic Centres of the Mediterranean*, in which students get to know the fundamental economic and cultural characteristics of the three worlds of the Mediterranean of the time: Frankish, Byzantine, and Arab (the course discusses the Arab world: trade, war, and religion). The course *The Middle Ages – Selected Contents* also includes the cultural, scientific and economic influences of the civilisations of the Near East on the development of the Mediterranean and Europe, and the role of the Mediterranean in the trade relations of Europe with Asia and Africa.⁵⁶

55 Faculty of Arts (University of Ljubljana): <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/BolonjskiProgrami.html> (30 July 2012).

56 Faculty of Humanities (University of Primorska): <http://www.fhs.upi.si/sl/studenti/studij/studij-1-stopnja/zgodovina/> (30 July 2012).

The First Cycle University Study Programme of History and the First Cycle University Dual-Subject Study Programme of History at the Faculty of Arts (University of Maribor) contain obligatory courses that are dedicated to non-European history in different periods. Thus the course History of the Early Civilisations contains the following contents: the old cultures of Egypt, Mesopotamia with the Near East, Hittites, Israel, the Phoenicians. The course Non-European History of Early Modern Times has the following contents: Importance of the International Trade of Black Africa and its Countries; Countries of Southeast Asia and Arrival of the Europeans; Renewed Ascent of Islam. The course Non-European History of the Middle Ages has the following contents: Arabs, the Muslim world and the spreading of Islam in the Near East and North Africa. The course Non-European History of the 19th Century has the following contents: The state in Africa prior to the colonial conquests: the history of the colonial conquests of Africa and the course of the battle between the colonial great powers for the division of Africa, colonial systems (administrative system, the economy, political movements against the colonial lords), the impact of events during the First World War on the African continent. The course Non-European History 1914–41 includes processes that were carried on until the Second World War and which influenced the events on all the continents outside Europe, such as the introduction of procedures for the liberation of colonies and the formation of independent states across the world. The course Non-European History after 1941 includes the process of decolonisation in Africa and Asia and the formation of new states across the world, as well as the wars and crises across the world; the development of Arab and Muslim integration and the development of Israel.⁵⁷

The First Cycle University Study Programme of History and the First Cycle University Dual-Subject Study Programme of History at the Faculty of Arts (University of Ljubljana) contain courses from general history, which also relate to non-European history. The course General History of the Middle Ages also includes Islam and the Arabs. The course General History of Early Modern Times includes non-European countries, societies and cultures in the 17th century and the first half of the 18th century. The course General History of the 19th Century includes

57 Faculty of Arts (University of Maribor): <http://www.ff.uni-mb.si/oddelki/zgodovina/studijski-programi.dot> (30 July 2012).

the development of European (and American) imperialism and colonialism, with special emphasis on the history of European colonialism in North Africa and the Near and Far East. The course Contemporary General History includes the crisis areas, decolonisation and the formation of new states, and the economic, social and cultural issues of the post-war world.⁵⁸

Table 6: First Cycle University Study Programme of History (three years, 180 ECTS) at the Faculty of Arts (University of Ljubljana)⁵⁹

Types of courses	ECTS
<i>Obligatory subjects:</i> <ul style="list-style-type: none"> – Auxiliary Historical Sciences – Contemporary General History – Contemporary History of Southeast Europe – Contemporary Slovene History – General History of Early Modern Times – General History of the Middle Ages – General History of the 19th Century – German 1 – German 2 – German 3 – Greek History – History of Institutions – History of Southeast Europe in Early Modern Times – History of Southeast Europe in the 19th Century – Introduction to History – Latin 1 – Latin 2 – Latin 3 – Mediaeval History of Southeast Europe – Roman History – Slovene History in Early Modern Times – Slovene History of the 19th Century – Slovene Mediaeval History – Structure and Development of Historical Science – Theory of History 	127
<i>One elective subject:</i> <ul style="list-style-type: none"> – Seminar Exercises in Modern History – Seminar Exercises in Ancient History 	3

58 Faculty of Arts (University of Ljubljana): <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/PrvaStopnja/PrvaStopnja.html> (30 July 2012) or <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/DrugaStopnja/DrugaStopnja.html> (30 July 2012).

59 First Cycle University Study Programme of History: <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/PrvaStopnja/PrvaStopnja.html> (30 July 2012).

Types of courses	ECTS
<i>Two elective subjects:</i> – Seminar in Greek History – Seminar in General History of the 19th Century – Seminar in General History of the Middle Ages – Seminar in General History of Early Modern Times – Seminar in Slovene History of the 19th Century – Seminar in Slovene History in Early Modern Times – Seminar in Mediaeval History of Southeast Europe – Seminar in History of Southeast Europe in Early Modern Times	10
<i>Two elective subjects:</i> – Seminar in Roman History – Seminar in Slovene Mediaeval History – Seminar in Contemporary General History – Seminar in Contemporary Slovene History – Seminar in Contemporary History of Southeast Europe – Seminar in History of Southeast Europe in the 19th Century – Seminar in General History of the 19th Century – First World War – Seminar – Contemporary Slovene History through Archival Material	10
<i>Four general elective subjects</i>	20
<i>Diploma thesis</i>	10
<i>Total</i>	180

Second Cycle Master's Study Programmes of History

The Second Cycle Master's Study Programme of History at the Faculty of Humanities (University of Primorska) contains the elective course entitled Synoptic History of Non-European Countries – Selected Chapters, but places emphasis on other areas (United States of America, Latin America, China, Japan, India, and Sub-Saharan Africa).⁶⁰

The Second Cycle Master's Study Programme of History and the Second Cycle Master's Dual-Subject Study Programme of History at the Faculty of Arts (University of Maribor) contain elective courses dedicated to non-European history in different periods, just as in the first cycle. Thus the course History of Non-European Nations in the Middle Ages includes the following contents that relate to the history of today's Arab countries: the spreading of Islam in the Near East and North Africa; countries and cultures in Africa. The course Non-European History in Modern Times has the following contents: importance of the international trade of Black Africa and its countries, the renewed ascent of Islam. The course

⁶⁰ Faculty of Humanities (University of Primorska): <http://www.fhs.upr.si/sl/studenti/studij/2stopnja/zgodovina2.st./> (30 July 2012).

Non-European Recent History has the following contents: the state in Africa prior to the colonial conquests: the history of the colonial conquests of Africa and the course of the battle between the colonial great powers for the division of Africa, colonial systems (administrative system, the economy, political movements against the colonial lords). The course Non-European Contemporary History (1914–1941) has the following contents: a comparative analysis of historical processes on a global level and by individual countries or regions. The course Non-European Contemporary History (after 1941) has the following contents: the process of decolonisation in Africa and Asia and the formation of new states across the world, as well as the wars and crises across the world.⁶¹

International study programme: European Master's in Migration and Intercultural Relations, offered by the School of Humanities (University of Nova Gorica), is the result of cooperation between European and African universities, led by the University of Oldenburg (Germany). The universities participating are: University of Nova Gorica (Slovenia), University of Oldenburg (Germany), University of Stavanger (Norway), University of South Bohemia (Czech Republic), Ahfad University for Women (Sudan), Makerere University Kampala (Uganda), and Mbarara University of Science and Technology (Uganda). The programme focuses on human rights, democratic values, the welfare state and the labour market, and, in particular, on the intercultural relations connected with migrations.⁶²

The Second Cycle Master's Study Programme of History, Second Cycle Master's Pedagogical Dual-Subject Study Programme of History, and the Second Cycle Master's Pedagogical Study Programme of History at the Faculty of Arts (University of Ljubljana) contain various courses connected with general history. The elective course Selected Chapters from the History of the Ancient East deserves mention; it contains the following contents: Egypt; Mesopotamia and the Near East countries – Sumer and Akkad, Akkadian monarchy; Ancient Israel – Canaan, Philistines; Phoenicians – a maritime people, Phoenician colonies.⁶³

61 Faculty of Arts (University of Maribor): <http://www.ff.uni-mb.si/oddelki/zgodovina/studijski-programi.dot> (30 July 2012).

62 School of Humanities (University of Nova Gorica): <http://www.ung.si/si/studijski-programi/> (30 July 2012).

63 Faculty of Arts (University of Ljubljana): <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/DrugaStopnja/DrugaStopnja.html> (30 July 2012).

Table 7: Second Cycle Master's Pedagogical Study Programme of History (two years, 120 ECTS) at the Faculty of Arts – University of Ljubljana⁶⁴

<i>Types of courses</i>	<i>ECTS</i>
<i>General pedagogical courses:</i> – <i>Psychology for Teachers</i> – <i>Pedagogy - Theory of Education and Andragogy</i> – <i>Didactics</i>	18
<i>One elective general pedagogical course:</i> – <i>Observation Practicum in Psychology</i> – <i>Observation Practicum in Didactics</i> – <i>Observation Practicum in Pedagogy and Andragogy</i>	2
<i>One elective general pedagogical course:</i> – <i>The Humanities and Social Sciences</i> – <i>Research into the Teaching Process</i> – <i>Slovene Language for Teachers</i>	4
<i>One elective pedagogical course:</i> – <i>Basics of Communication in the Teaching Process</i> – <i>Collaborative Learning in School</i> – <i>Contemporary Philosophy and Upbringing</i> – <i>Cultural Hermeneutics</i> – <i>Development of Speech in Childhood and Communication Skills</i> – <i>Discovering and Educating Gifted Students</i> – <i>Educating for Tolerance and Acceptance of Diversity through Literature</i> – <i>Foundations of Philosophy and the Humanities</i> – <i>Greek Ethics</i> – <i>Introduction to Literacy Studies</i> – <i>Leading a Class</i> – <i>Learning of Social Skills in Children and Adolescents</i> – <i>Lifelong Learning Strategies</i> – <i>Logic and Argumentation</i> – <i>Media Literacy</i> – <i>Organisation and Execution of a Field Trip and Fieldwork</i> – <i>Personality Factors of Learning Success</i> – <i>Practical Course in Data Analysis</i> – <i>Psychological Techniques of Recognising Intelligence</i> – <i>Quality Tests in Teaching Practice</i> – <i>Rhetoric</i> – <i>Selected Topics in the Methodology of Social Science Research</i> – <i>Self-Image in Upbringing and Education</i> – <i>Social Philosophy</i> – <i>Students with Learning Disabilities</i> – <i>Talent and Creativity in School</i> – <i>Teacher as Adviser in School</i> – <i>Seeing the World: Developing Perceptive and Cognitive Abilities with Literature</i>	3

64 Second Cycle Master's Pedagogical Study Programme of History: <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/DrugaStopnja/DrugaStopnja.html> (30 July 2012).

<i>Types of courses</i>	<i>ECTS</i>
<i>Specific pedagogical courses:</i> – <i>Didactics of History I</i> – <i>Didactics of History II</i> – <i>Teaching Practice in History</i> – <i>History Fieldwork in Elementary and Secondary Schools</i>	33
<i>Obligatory history courses:</i> – <i>Selected Chapters from Contemporary Slovene History</i> – <i>Selected Chapters from Contemporary General History</i>	16
<i>Two elective history courses:</i> – <i>Archivistics in Practice</i> – <i>Archivistics with Research Methodology</i> – <i>Cultural History</i> – <i>Demographic History</i> – <i>Epistemology of History</i> – <i>German</i> – <i>Greek World between the Hellenistic Era and Early Byzantium</i> – <i>Historical Anthropology</i> – <i>History of the Idea of European Integration</i> – <i>History of Women</i> – <i>Latin</i> – <i>Latin Palaeography</i> – <i>Palaeography of Modern Times</i> – <i>Practical Course in Auxiliary Historical Sciences</i> – <i>Selected Chapters from Contemporary History of Southeast Europe</i> – <i>Selected Chapters from Contemporary Slovene Local History</i> – <i>Selected Chapters from General History of Early Modern Times</i> – <i>Selected Chapters from General History of the 19th Century</i> – <i>Selected Chapters from General History of the Middle Ages</i> – <i>Selected Chapters from History of Southeast Europe in Early Modern Times</i> – <i>Selected Chapters from History of Southeast Europe in the 19th Century</i> – <i>Selected Chapters from Late Antiquity</i> – <i>Selected Chapters from Mediaeval History of Southeast Europe</i> – <i>Selected Chapters from Slovene History in Early Modern Times</i> – <i>Selected Chapters from Slovene History of the 19th Century</i> – <i>Selected Chapters from Slovene Mediaeval History</i> – <i>Social History</i>	10
<i>Two general elective subjects</i>	10
<i>Master's thesis</i>	24
<i>Total</i>	120

Third Cycle Doctoral Study Programmes of History

The doctoral study at various universities also includes courses that relate to non-European history. Two doctoral studies that include courses relating to the history of today's Arab countries are mentioned below.

Doctoral Programme: History of Europe and the Mediterranean at the Faculty of Humanities (University of Primorska) contains several

courses and elective subjects. E.g. the course Cultural History contains the elective subject Slovenes and non-European Cultures: History of Intercultural Encounters. The contents of this subject are: "Slovenes and foreign cultures (Slovene missionaries in non-European countries and their contribution to ethnology (Africa, Asia, America); Slovene travelers in non-European countries, their work and journals (Africa, Asia, America); Slovene explorers and their contribution to non-European studies (scientific research into non-European cultures); non-European museum and archival collections in Slovenia, their authors and the methodology of collecting; Slovene seamen and traders and their contribution to the familiarisation with other cultures; Slovene seasonal workers and their contribution to the familiarisation with other cultures; Slovene soldiers and their contact with other (particularly non-European) cultures: *meksikajnarji* (soldiers fighting in Mexico), Slovene soldiers in the Austrian army in Asian exile during the First World War, Slovene soldiers in the Italian army in Ethiopia; the phenomenon of the Slovene woman from Primorska and her contact with other cultures: *šavrinke* (egg-trading women from Slovene Istria), *aleksandrinke* (Slovene women in Egypt)." ⁶⁵

The doctoral programme Comparative Studies of Ideas and Cultures at the Graduate School (University of Nova Gorica) consists of six modules, which also include historical contents (Anthropology: Cosmologies, Communities, Events; Archaeology: Millennia between the Adriatic and the Danube; Transformation of Modern Thought: Philosophy, Psychoanalysis, Culture; Language as Social Practice in Shaping Ideology, Memory, and Identity; Cultural History; Slovene Studies: Tradition and Modernity). The studies cover several study fields: philosophy, archaeology, history, ethnology, folklore studies, anthropology, art history, linguistics, literary sciences, and sociology.

The module of Cultural History includes the elective course National or Supra-National – The Case of the Arab World, which is carried out in the English language. "This course offers the basics of historical, cultural, and political characteristics of states and societies of the Arab world. Particular attention is paid to those characteristics that are unfamiliar

65 Faculty of Humanities (University of Primorska): <http://www.fhs.upr.si/sl/studenti/studij/3stopnja/sred3/> (30 July 2012).

to Western states and societies. The case of the Arab world is used for considering issues of broader relevance such as the reasons and conditions for collective memory formation, the relationship between ‘folk’ and ‘national’, the role of collective memory in contemporary societies, and so on.”⁶⁶

The content is divided into three parts. The first part, entitled History and Genesis of Pan-Arabism, contains the following contents: The Arabic Renaissance; Modernisation of Language; Struggle against the Ottomans; Consequences of the First World War; Formation of Nation-States under British and French Tutorship; The Case of Iraq; The Case of Lebanon. The second part, entitled The Fall of Pan-Arabic Ideals, contains the following contents: The War of 1967; Arabic ‘Solidarity’ with the Palestinians; The End of Nasser’s Era; Stagnation, Nostalgia, Praising the Mythical Past; The Appearance of Political Islam; The Iranian Revolution of 1979; Perception of the State in the Arab-Muslim World; The Role of the Tribe, Family, Secret Services. The third part, entitled The Situation in the Arab World and in the Arab Diaspora, contains the following contents: Ideological and Social Background for the Existing Tensions; Possible Directions of Development for the Arab World; Will Arab Nation-States Survive?; Is There Still Arab Unity?⁶⁷

It has been ascertained that the first cycle study programmes have divided the world or general history or the so-called non-European history into periods: antiquity, the Middle Ages, the early modern times, modern times, 19th century, 20th century. All the periods also include the history of Africa and Asia or history touches upon today’s Arab countries. It is similar in the second cycle only that here the studies are more in-depth and contain selected chapters from history. In the third cycle the obligatory courses are general and prepare students for writing their doctorates, while Ph.D. students can choose from elective courses relating to various fields with regard to the specifics of their research. Faculties at Slovene universities offer various courses in all cycles; in the third cycle the course National or Supra-National – The Case of the Arab World stands out as it is the only one in Slovenia that is dedicated solely to the Arab world.

66 Graduate School (University of Nova Gorica): <http://www.ung.si/en/academic-programmes/141113/190653/> (4 August 2012).

67 Ibid.

2.5 SIGNIFICANCE OF THE HISTORY OF TODAY'S ARAB COUNTRIES IN SLOVENIA

By analysing all of the curricula and study programmes of history it can be confirmed that history is of great importance at all school levels and that what is mainly given prominence is the history of Slovenes, of Southeast Europe and of Europe. Likewise present at all levels is world history, which is also devoted to the history of Africa and Asia. The analysis can therefore confirm that in Slovenia pupils, secondary school and university students can also learn about the history of today's Arab countries.

The history of the ancient high civilisations is obligatory at almost every level, with Ancient Egypt given prominence. In elementary and secondary schools the topic that includes the formation of the Arab state and Islam and the role of Arab culture is merely an elective topic (the choice thus depends on the teachers and the interest of the pupils), while in numerous study programmes of history at the faculties this topic is obligatory and belongs to the general overview of the Middle Ages.

Despite the fact that it makes sense that the subject of history in elementary and secondary school, as well as the study at universities, includes Slovene history and the history of the neighbouring countries (Balkan or Southeast countries), world history could focus more attention on the history of today's Arab countries and other continents, not merely the European one.

A fine example is the doctoral programme Comparative Studies of Ideas and Cultures at the Graduate School (University of Nova Gorica), which "combines certain traditional and classic knowledge and approaches (relevant for Slovenia, Southeast Europe, and science in general) with interdisciplinary and comparative approaches, thus enhancing the historical, social, and political contextualisation of relevant issues. The programme transcends the limits of conventional disciplines and cultural boundaries, and promotes critical analysis of contemporary global issues."⁶⁸

68 Graduate School (University of Nova Gorica): <http://www.ung.si/en/academic-programmes/141113/190653/> (4 August 2012).

Also of interest is the course Slovenes and non-European Cultures: History of Intercultural Encounters (Faculty of Humanities), in which Slovenes are placed not only in the Mediterranean area but in the non-European world. The course not only contributes to the familiarisation with the past contributions of Slovenes in international cooperation, but primarily directs young people towards future international contacts, cooperation, and intercultural encounters.

CHAPTER 3

EXAMPLE OF THE CLASS LESSON PLAN IN ELEMENTARY SCHOOL: THE ARAB STATE IN THE 7TH AND 8TH CENTURIES

“Life of the ancient generations – it has been said – sets an example for later generations, who can use the experience of the old ones for their benefit. It is the same with nations, from whose history one can sum up many findings.”⁶⁹

3.1 LESSON PLANNING

Since pupils first encounter Arab history or the formation of the Arab state at ages 12–13, an example of the execution of a lesson for elementary school pupils is presented below.

The topic on the Arab state in the 7th and 8th centuries is repeated in the secondary school curricula and likewise appears in the history of the Middle Ages in the study programmes of history at universities.

In Slovenia a lesson lasts 45 minutes and is usually divided into three main parts: introduction to the lesson, the main part of the lesson, and the conclusion of the lesson. When discussing new lesson content, teachers usually use up 5–10 minutes for the introduction, 25–35 minutes for the main part, and 5–10 minutes for the conclusion.

69 *Tisoč in ena noč* [Thousand and One Nights]. (2010). Ljubljana: Mladinska knjiga, p. 15.

Table 8: Main Elements of the Class Lesson Plan

<p>1. INTRODUCTION:</p> <ul style="list-style-type: none"> – Revision of content from the previous lesson or recent lessons – Discussion about general, current questions – Didactic games (riddles, associations, crosswords etc.) – Motivational techniques for the new lesson content <p>2. MAIN PART:</p> <ul style="list-style-type: none"> – Presentation and selection of the lesson content – Selection of suitable teaching material – Selection of teaching methods – Selection of student activities – Preparation of a PowerPoint presentation or overhead projector transparencies <p>3. CONCLUSION:</p> <ul style="list-style-type: none"> – Selection of revision exercises – Motivational techniques for revision of the lesson content

When planning a lesson, history teachers can make use of textbooks, workbooks or atlases. The publishing houses that publish teaching material for history offer electronic material, annual lesson plans, solutions to assignments in workbooks, teachers' handbooks etc. on their websites.

The basic teaching material for planning a lesson is a history textbook, as teachers firstly prepare the content outline of the lesson, that is choose the title of the lesson and divide the content into subtitles.

Table 9: Content Outline of a Lesson in Elementary School History Textbooks⁷⁰

History textbook 1	History textbook 2	History textbook 3	History textbook 4
<i>Title:</i> <i>Arab State</i>	<i>Title:</i> <i>Arabs</i>	<i>Title:</i> <i>Arab State</i>	<i>Title:</i> <i>How the Arab State and Islam Spread</i>

70 First textbook: 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 7th Grade of Nine-Year Elementary School]. Ljubljana: DZS, pp. 85–86.

Second textbook: Simonič Mervic, Karmen (2003). *Stari svet: zgodovina za 7. razred devetletne osnovne šole*. [The Old World: History for the 7th Grade of Nine-Year Elementary School]. Ljubljana: Modrijan, pp. 113–114.

Third textbook: 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 7th Grade of Elementary School]. Ljubljana: Mladinska knjiga, pp. 81–82.

Fourth textbook: Razpotnik, Jelka; Snoj, Damjan (2007). *Raziskujem preteklost 7. Učbenik za zgodovino za 7. razred osnovne šole*. [Exploring the Past 7. History Textbook for the 7th Grade of Elementary School]. Ljubljana: Rokus Klett, pp. 106–109.

History textbook 1	History textbook 2	History textbook 3	History textbook 4
Subtitles: 1. New Religion 2. Arab Conquests 3. Arab Culture	Subtitles: 1. – 2. Arabs were United by Islam 3. Importance of Arab Culture	Subtitles: 1. – 2. Creation of Islam 3. Arabs and their Breakthrough into Europe 4. Important Achievements of Islamic Civilisation	Subtitles: 1. Mohammed United the Arabs 2. Islam – Faith in God Allah 3. Developed Arab and Islamic Culture

Table 10: Below is a translation of an example of teaching content.⁷¹

ARAB STATE

NEW RELIGION

The trading and religious centre Mecca developed in an oasis. It was renowned for a temple where many people went to pray.

A learned and worldly merchant Mohammed lived in Mecca. He proclaimed the new faith in the one God, Allah, and devotion to God's will, Islam. In 622 he fled from those opposing his teachings to the town of Medina, where he united his loyal followers. His flight is called Hijrah. The Muslim counting of the years begins with this event.

Mohammed's teaching quickly spread throughout all of Arabia and united the Arab people. One of the holy duties of Muslim believers was to spread the Islamic religion by any means, including weapons. The religious war for the spreading of Islam is called jihad.

Islamic religious teaching is written down in a holy book called Qur'an. It proclaims the faith in Allah and the afterlife. Islamic believers have resigned themselves to God's will. The duty of the believers is to accept the religion, pray regularly, honour the commanded fasting, give alms and once in their lives go on a pilgrimage to Mecca. In addition to faith the teaching also dictates the manner of worshipping God, the organisation of the state, social life, the economy, married life, and hygiene and diet. Believers must not eat pork and drink alcohol.

ARAB CONQUESTS

After Mohammed's death the Islamic religion was spread by his successors, the caliphs. They expanded the state: they conquered North Africa and Spain. Their influence spread from India to the Atlantic. Their advance towards the West came to a halt in a clash with the Frankish army in the Battle of Poitiers in France in 732. In the Pyrenean Peninsula the Arab world came into contact with the mediaeval Christian one.

ARAB CULTURE

In the Middle Ages Arabs had a highly developed culture. They constructed magnificent buildings. They translated scientific works by Greek and Persian writers and preserved them in their libraries. Numerous literary pieces from antiquity were preserved due to the intervention of the Arabs. Universities were established next to Arabian mosques. Arabs were experts in astronomy, medicine, and mathematics. From them Europe received 'Arabic' numerals. Arabian craft flourished as well. Arabian products made of fabric, leather, steel, and clay were well known. These were traded all the way to China, from where the Arabs brought rice to Europe.

71 History textbook: 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 7th Grade of Nine-Year Elementary School]. Ljubljana: DZS, pp. 85–86.

Teachers also browse through handbooks. A handbook by the publishing house Rokus Klett is available precisely for the topic The Arab State and aids teachers in planning the objectives of a lesson and in carrying out the initial motivation and the various activities of pupils during the lesson, such as studying written sources, writing down the lesson content or revising the subject matter.

The handbook also lists books, video cassettes, websites etc. which the teachers can use when planning a lesson.

For introduction to the lesson content or for initial motivation the handbook suggests a motivational technique – rebus: The teacher draws a rebus (one or more) on the blackboard, which the pupils must solve. The solutions are individual terms from Arab history. When the pupils solve the rebus(es), the teacher asks them to explain the terms they had written down.⁷²

For initial motivation or for revising the lesson content teachers can use anagrams, e.g. AESSQEBARU. When the pupils jumble the letters they get the term arabesques. Afterwards they try to determine what the term means.⁷³

For this lesson content the handbook suggests to teachers that they teach the pupils how to describe the characteristics of Islamic religion, list the territories conquered by the Arabs, describe the characteristics of Arab art, and list and evaluate the achievements of Arab and Islamic science.

For the main part of the lesson the handbook suggests a number of assignments that encourage the active work of pupils.

E.g. questions referring to the written material: “/.../ 357 years after Diocletian (Roman Emperor 284–305, therefore in 642) the prince of the Muslims sent an army to Egypt, lead by his commander Amr ibn Al-Asi. The mighty army arrived in Egypt /.../ on 6 June by the Roman calendar. Commander Amr destroyed the fortress and burned all the ships in

72 History handbook: Razpotnik, Jelka; Snoj, Damjan (2007). *Raziskujem preteklost 7. Priročnik za učitelje za zgodovino za 7. razred osnovne šole*. [Exploring the Past 7. Teachers' History Handbook for the 7th Grade of Elementary School]. Ljubljana: Rokus Klett, pp. 91–92: http://www.devetletka.net/resources/files/doc/test/OS_zgodovina/7.%20razred/Prirocniki_priprave/ZGO_7_PRIR.pdf (14 March 2010).

73 Ibid.

the harbour. After defeating the Romans he took control of a part of the land. /.../ 360 years after Diocletian (i.e. 645) in the month of December, three years after Amr was given power over Memphis, Muslims conquered Alexandria. They destroyed its walls and burned down many churches, /.../ as well as the nearby monasteries.”⁷⁴ Pupils answer the following questions: Which events does the source mention?; How big was the Arab army?; How are Arabs portrayed in the source (positively or negatively)?⁷⁵

Pupils should write down the Arabic numerals from 1 to 10 or make a map of the Arab territory, using the Arab place names.⁷⁶

A teacher can use the following questions for a discussion:

- “Why do some people in the western world oppose the Islamic religion? /.../
- What is the percentage of Muslims in the western world? Are these Muslims able to attend their rituals freely? /.../
- Why do many Islamic groups fight for their rights with violence? Whom are they fighting against?
- What role does Islam give to women?”⁷⁷

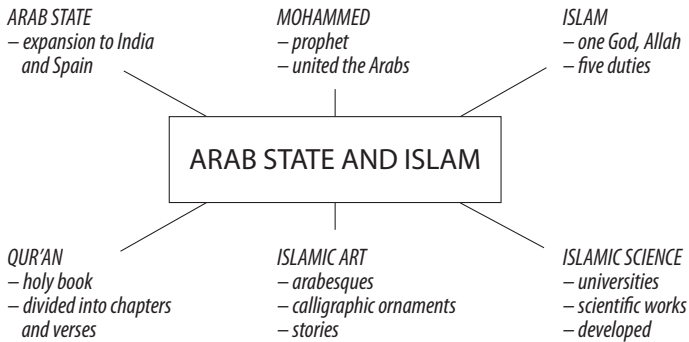
The handbook suggests several assignments pertaining to the notes of the lesson content. The students can note down the lesson content using key words in the form of a graphic presentation.

74 History textbook: Razpotnik, Jelka; Snoj, Damjan (2007). *Raziskujem preteklost 7. Učbenik za zgodovino za 7. razred osnovne šole*. [Exploring the Past 7. History Textbook for the 7th Grade of Elementary School]. Ljubljana: Rokus Klett, p. 106.

75 History handbook: Razpotnik, Jelka; Snoj, Damjan (2007). *Raziskujem preteklost 7. Priročnik za učitelje za zgodovino za 7. razred osnovne šole*. [Exploring the Past 7. Teachers' History Handbook for the 7th Grade of Elementary School]. Ljubljana: Rokus Klett, pp. 91–92: http://www.devetletka.net/resources/files/doc/test/OS_zgodovina/7.%20razred/Prirocniki_priprave/ZGO_7_PRIIR.pdf (14 March 2010).

76 Ibid.

77 Ibid., p. 92.

Table 11: Example of the Notes of the Lesson Content⁷⁸

Revision questions at the end of the lesson:

- “In what way did Mohammed unite the Arab tribes?
- Why do Muslims call Mohammed a prophet?
- Why is the Qur’an a holy book for the Muslims?
- How is the Qur’an divided?
- Which sciences did Islamic scholars develop?
- What was Islamic art like?”⁷⁹

The handbook suggests several assignments for homework. Pupils should read the literary work *Thousand and One Nights* and draw the story of one of the tales. With the help of literature and websites pupils find information on Mohammed and present it in a short report.⁸⁰

“Pupils can research the situation of Muslims in the Republic of Slovenia today. The teacher can assist them with questions:

- How many Muslims live in Slovenia?
- Where did they come from to Slovenia?
- Where do they gather to pray?
- How many mosques or jamias are in Slovenia today?”⁸¹

⁷⁸ This example is taken from the history handbook: Razpotnik, Jelka; Snoj, Damjan (2007). *Raziskujem preteklost 7. Priročnik za učitelje za zgodovino za 7. razred osnovne šole*. [Exploring the Past 7. Teachers’ History Handbook for the 7th Grade of Elementary School]. Ljubljana: Rokus Klett, pp. 91–92: http://www.devetletka.net/resources/files/doc/test/OS_zgodovina/7.%20razred/Prirocniki_priprave/ZGO_7_PRIR.pdf (14 March 2010).

⁷⁹ Ibid.

⁸⁰ Ibid., pp. 91–92.

⁸¹ Ibid.

For homework or the conclusion of a lesson, teachers often use the assignments or questions from the textbooks.

These are some of the questions: “When did the Arab state begin to form?; What united the nomadic Arab tribes?; List the characteristics of Islam; What do the Islamic and Christian religions have in common?; Use examples to substantiate why Arabian science was more advanced than the European one of the time; Read an Arabian fairy tale and think about which characteristics of Arabian life it discusses;”⁸² “What role did Mohammed have in the history of the Arabs?; Which commandments are written in the Qur’an?; What were the important achievements of Islamic culture?; How did the Arab state influence the Mediterranean area?”⁸³

For homework or the conclusion of a lesson, teachers likewise often use the assignments from workbooks.

Table 12: Example of Assignments from a Workbook⁸⁴

1. On which peninsula was the Arab state created?
2. The year 622 is still important for the Arabs this very day. Why? Circle the correct answer. a) That was when they began building Mecca and Medina. b) That is the beginning of the Muslim counting of the years. c) That was the year Mohammed was born in Mecca.
3. Which year is it today according to the Muslim way of counting?
4. Complete the text. Use the following words: Qur’an, jamia, Allah, Muslim, Mecca, arabesques, once. Arabs are united by the _____ religion. They believe in one God, that is _____. Muslim religious teachings are written down in the _____. The holiest Muslim city is _____, to which Muslim believers should roam at least _____ in their lives. Muslim churches are called _____. Their interior is decorated by _____.
5. Arabs were the merchant and cultural mediators between the East and West. Why?

82 History textbook: Simonič Mervic, Karmen (2003). *Stari svet: zgodovina za 7. razred devetletne osnovne šole*. [The Old World: History for the 7th Grade of Nine-Year Elementary School]. Ljubljana: Modrijan, p. 114.

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

84 This example is taken from the history workbook: Simonič Mervic, Karmen (2003). *Stari svet: Zgodovina za 7. razred devetletne osnovne šole. Delovni zvezek*. [The Old World: History for the 7th Grade of Nine-Year Elementary School. Workbook]. Ljubljana: Modrijan, p. 35.

Teachers can use various forms for the written planning and preparation of a class lesson.

The below example is a form for the course of a class lesson, which includes the planning of the introductory part (introduction or motivation), the main part of the lesson (discussing new lesson content, simultaneous revision of the lesson content), and the concluding part of the lesson (revision, knowledge testing). Since it is a table one can determine what goes on in the class simultaneously, what the teacher is doing, what the pupils are doing, and which teaching methods or means are used in specific learning episodes.

Table 13: Form for the Class Lesson Plan⁸⁵

INTRODUCTION: MOTIVATION			
Timing	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials
MAIN PART: LESSON CONTENT			
Subtitles of the lesson content	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials
First subtitle (__ minutes)			
Second subtitle (__ minutes)			
Third subtitle (__ minutes)			

⁸⁵ The author of the form is Danijela Trškan. The form is used by students of history, pedagogical orientation, for the course Didactics of History at the Faculty of Arts of the University of Ljubljana.

CONCLUSION: REPETITION AND REVISION			
Timing	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials

3.2 EXAMPLE OF THE CLASS LESSON PLAN

What follows is a presentation of a class lesson carried out by Sanja Dolinar on 3 March 2010 at an elementary school.⁸⁶

She outlined the following teaching objectives. Pupils will be able to:

- “describe the life of the Arab tribes before they became united,
- state and explain the reason why the Arab tribes united,
- describe the life of Mohammed and explain his importance for Arab history and the history of Islam,
- explain new terms (hegira, jihad, monotheism, ...),
- list the characteristics of Islam and describe its importance for European culture,
- state the importance of the Qur’an for the Muslims,
- find the similarities/differences between Islam and Christianity,
- state the reason why the religious war influenced the Arab conquests,
- use a map, a historical map,
- read the legend next to the historical map,
- appreciate and respect the diversity in religion and people.”⁸⁷

In order to be expertly prepared Sanja reviewed all of the textbooks and workbooks for elementary school that included this content, as well as textbooks for secondary school and various encyclopaedias. She looked up the pictorial material on the Internet and copied it for all pupils (as a work sheet).

86 Dolinar, Sanja (2010). *Arabska država – učna priprava. Oddelek za zgodovino Filozofske fakultete Univerze v Ljubljani* [Arab State – Class Lesson Plan. Department of History at the Faculty of Arts of the University of Ljubljana]. The lesson was carried out by Sanja Dolinar on 3 March 2010 at the elementary school Osnovna šola Jožeta Moškriča in Ljubljana.

87 Ibid.

Introduction to the Lesson

At the beginning of the lesson she read a short passage from the Arabian fairy tale *Offended Star*: “In the night sky the stars were arguing which one was the brightest. The small and smallest stars boasted the most. Aldebaran, a very bright star, listened to them silently. The quarrellers made lots of noise in the sky. Aldebaran could no longer listen to them. She extinguished her light and went to sleep. That caused great confusion in the deserts of the Earth. Bedouins looked to the sky because they could no longer find their way. The arrogant little stars became frightened and ran to Aldebaran and asked her to shine her light again. The quarrel was over. Bedouins got their bright star back.”⁸⁸ Afterwards she asked the pupils two questions: Does anyone know where this fairy tale is from?; How did you discover that? The fairy tale was an introduction to the lesson as it indicated that they will be taking a stroll through the Arab state in the Middle Ages and announced the title of the lesson (Arab state) and the main objectives of the lesson. The introductory part lasted 5 minutes.

Main Part of the Lesson

She divided the content of the lesson into three parts (lasting 34 minutes), which are presented in the three tables below.

Table 14: New Religion⁸⁹

First subtitle	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials
New Religion (20 minutes)	Arabs lived on the Arabian Peninsula, which is located in Southeast Asia / in the Near East.	Pupils listen.	class teaching explaining
	Do you know where the Arabian Peninsula is located on the map? I call one pupil to show me where the peninsula is located on the map.	A pupil comes up and shows the peninsula, others watch.	work with a picture source: wall map in the classroom

88 Sanja Dolinar found the passage in: Dodlek, T. (2004). *O orientaciji* [On Orientation]. <http://locutio.si/index.php?no=23&clanek=610> (19 February 2010).

89 Dolinar, Sanja (2010). *Arabska država – učna priprava. Oddelek za zgodovino Filozofske fakultete Univerze v Ljubljani* [Arab State – Class Lesson Plan. Department of History at the Faculty of Arts of the University of Ljubljana].

First subtitle	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials
	<i>Most of the peninsula is covered by desert in which various Arab tribes called Bedouins lived – they were nomads.</i>	<i>Pupils listen.</i>	<i>explaining</i>
	<i>Have you ever heard of nomads? Who were the nomads?</i>	<i>Anticipated answer: Travelling shepherds moving from place to place.</i>	<i>questioning</i>
	<i>They bred animals (goats, sheep, horses, camels).</i>	<i>Pupils listen.</i>	<i>explaining</i>
	<i>What did they use camels for? (What did they make from their hides?)</i>	<i>Anticipated answer: As a means of transport, clothes, tents.</i>	<i>questioning</i>
	<i>In those parts of the desert where constant sources of water were available oases were created. These enabled permanent settlement. People used them to grow cereal and dates.</i>	<i>Pupils listen.</i>	<i>explaining</i>
	<i>In one of these oases developed the city of Mecca – it became a trading and religious centre.</i>		
	<i>Can you show Mecca on the map?</i> <i>I call a random pupil to show Mecca on the map.</i>	<i>A pupil comes up and shows Mecca, others watch.</i>	<i>work with a picture source: wall map in the classroom</i>
	<i>I write the name Mohammed on the blackboard. What do you think of when you hear the name Mohammed?</i> <i>I write down the answers from the pupils on the blackboard as they give them and commend the pupils at the end.</i>	<i>Anticipated answers: Muslim, Islam, Allah, ...</i>	<i>questioning: brainstorming</i>
	<i>Mohammed was born in c. 570 in Mecca. He was orphaned as a child and his uncle took care of him. He became a merchant and was very worldly. At age 25 he married a wealthy widow, 15 years older than him. They had several children, but no sons. In his middle age he liked to retreat to the hills, where he did a great deal of thinking. Once when he was on the Hira mountain the angel Gabriel appeared to him and told him that there was only one God, i.e. Allah, and made Mohammed a prophet.</i>	<i>Pupils listen.</i>	<i>explaining</i>

First subtitle	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials
	<p><i>Who do you think is a prophet?</i></p> <p><i>Do you know any other prophets? (Think of the Catholic religion.)</i></p> <p><i>In which other religion do we encounter the angel Gabriel?</i></p> <p><i>Do you know regarding what or to whom he appears?</i></p>	<p><i>Anticipated answer: the one who predicts events in the future through God, passes on a message from God, ...</i></p> <p><i>Anticipated answer: Abraham, Moses, Jesus, ...</i></p> <p><i>Anticipated answer: In Christianity.</i></p> <p><i>Anticipated answer: To Maria, telling her that she will conceive from God and give birth to Jesus.</i></p>	questioning
	<i>A new religion was born with Mohammed – Islam. The followers of this religion are called Muslims.</i>	<i>Pupils listen.</i>	explaining
	<i>In what did Arabs believe before Allah?</i>	<i>Anticipated answer: In several gods.</i>	questioning
	<i>Mohammed began proclaiming faith in one God – monotheism among Arabs. With this he made many enemies. These were mainly wealthy merchants who were afraid that pilgrims would no longer come to Mecca to worship the idols and that they would make less money. In 622 Mohammed fled from Mecca to Medina with his family and followers – hegira / hijrah. Muslims began counting the years with this event.</i>	<i>Pupils listen.</i>	explaining
	<i>Which year is it today according to Muslims?</i>	<i>Anticipated answer: 2010 – 622 = 1388</i>	questioning
	<i>A few years after his flight to Medina, Mohammed conquers Mecca (in 630) and changes it into a place of pilgrimage for all Muslims.</i>	<i>Pupils listen.</i>	explaining

First subtitle	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials
	<p><i>In the textbook look at the second picture from top to bottom. What do you see in the picture?</i></p> <p><i>Why do you think there are so many people?</i></p> <p><i>Whom do you think the cube is dedicated to?</i></p>	<p><i>Anticipated answer: Black cube, many people.</i></p> <p><i>Anticipated answer: Because they are here on a pilgrimage.</i></p> <p><i>Anticipated answer: To God Allah.</i></p>	<p><i>work with a picture: questioning</i></p> <p><i>Source: Mecca in: 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 7th Grade of Nine-Year Elementary School]. Ljubljana: DZS, p. 85.</i></p>
	<p><i>That is correct. The cube you see in the picture was once the ancient shrine of Kaaba. Mohammed dedicated this shrine anew to Allah.</i></p> <p><i>Mohammed was a political leader (with Islam he united the Arabs into a single state), a military leader (he led an army), and a religious leader (prophet, he spread Islam).</i></p>	<p><i>Pupils listen.</i></p>	<p><i>explaining</i></p>
	<p><i>I ask the pupils revision questions.</i></p> <p><i>Which year is very important in Arab history and which you must remember?</i></p> <p><i>What happened at that time?</i></p> <p><i>What does this year mean to the Muslims?</i></p>	<p><i>Anticipated answer: 622.</i></p> <p><i>Anticipated answer: Mohammed fled from Mecca to Medina.</i></p> <p><i>Anticipated answer: That was when they began counting the years.</i></p>	<p><i>questioning</i></p>
	<p><i>The holy book of Muslims is the Qur'an (written in Arabic). It contains a record of the commandments of the faith that Allah is said to have dictated to Mohammed.</i></p>	<p><i>Pupils listen.</i></p>	<p><i>explaining</i></p>

First subtitle	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials
	<i>Do you know any other holy book?</i>	<i>Anticipated answer:</i> <i>The Bible.</i>	<i>questioning</i>
	<i>The Qur'an records:</i> – <i>the duties of believers (1. confession of faith in one God, 2. prayer five times a day in the direction of Mecca, 3. fasting, 4. giving alms to the poor, 5. pilgrimage to Mecca once in their lives),</i> – <i>everyday life (diet, way of dressing, behaviour etc.),</i> – <i>national and social organisation,</i> – <i>economy etc.</i>	<i>Pupils listen.</i>	<i>explaining</i>
	<i>Muslims have a peculiarity in their way of dressing. What is it?</i> <i>Why?</i>	<i>Anticipated answer:</i> <i>The women are covered up.</i> <i>Anticipated answer:</i> <i>So that others cannot see their faces as that could lead to temptation.</i>	<i>questioning</i>
	<i>The motif you see in the picture is carved above the entrance to Alhambra (a palace of rulers, surrounded by gardens), which is located in Granada, Spain.</i>	<i>Pupils listen and watch.</i>	<i>pictorial demonstration:</i> <i>work sheet</i>
	<i>What do you see in the picture?</i> <i>The hand has five fingers. What do you think they represent?</i> <i>Why do you think this motif is carved above the entrance?</i>	<i>Anticipated answer:</i> <i>A hand.</i> <i>Anticipated answer:</i> <i>The five duties of believers.</i> <i>Anticipated answer:</i> <i>To remind the newcomers / believers of their duties.</i>	<i>work with a picture:</i> <i>questioning</i> <i>Source: Motif carved above the entrance to Alhambra (Granada, Spain); Source: Brodnik, V. et al. (1997). Zgodovina 1. Učbenik za prvi letnik gimnazije. [History 1. Textbook for the First Year of General Secondary School] Ljubljana: DZS, p. 223.</i>

First subtitle	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials
	<i>I ask the pupils a revision question.</i>		questioning
	<i>What is the holy book of Muslims called?</i>	<i>Anticipated answer: Qur'an.</i>	

Table 15: Arab Conquests⁹⁰

Second subtitle	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials
<i>Arab conquests (6 minutes)</i>	<i>A duty of Muslims is the spreading of Islamic religion, including with weapons, and fighting against infidels. The religious war is called jihad.</i> <i>Mohammed's successors were called caliphs and expanded the Arab state after Mohammed's death.</i>	<i>Pupils listen.</i>	<i>class teaching</i> <i>explaining</i>
	<i>I show the pupils a transparency with a historical map of Arab conquests in the 7th and 8th centuries. The historical map shows the Arab conquests.</i>	<i>Pupils watch and listen.</i>	<i>pictorial demonstration and explaining</i>
	<i>Looking at the map, what did the Arab state encompass at the time of Mohammed? Use the legend.</i>	<i>Anticipated answer: Arabian peninsula.</i>	<i>work with a picture: questioning</i> <i>Source: Zgodovina. Atlas prosojnic [History. Atlas of Transparencies] (1999). Tržič: Učila, Transparency 15: Arab conquests in the 7th and 8th centuries.</i>
	<i>What did the caliphs conquer after Mohammed's death?</i>	<i>Anticipated answers: Persia to the Indus River, the northern part of Africa, the greater part of Spain.</i>	
	<i>In which centuries did the conquests take place?</i>	<i>Anticipated answer: In the 7th and 8th centuries.</i>	

90 Ibid.

Second subtitle	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials
	<i>Arabs invaded the Frankish state (France) through Spain and the Pyrenees. A clash between the Franks and the Arabs occurred in 732 in the Battle of Poitiers. This battle stopped the advance of the Arabs into Europe.</i>	<i>Pupils listen.</i>	<i>explaining</i>
	<i>Have you ever heard of the Franks? Who were the Franks?</i>	<i>Anticipated answer: A Germanic people that originally lived in France.</i>	<i>questioning</i>
	<i>Do you know any Frankish rulers?</i>	<i>Anticipated answer: Charlemagne.</i>	
	<i>This clash is nicely portrayed in two pictures on your work sheet.</i>	<i>Pupils watch.</i>	<i>pictorial demonstration and explaining</i>
	<i>What do the pictures have in common?</i>	<i>Anticipated answer: It is a battle – Arabs are on one side and Franks on the other; horses; weapons.</i>	<i>work with a picture: questioning</i> <i>Source: Bitka pri Poitiersu [Battle of Poitiers]; Harenberg, B. (1996). Kronika človeštva [Chronicles of Mankind]. Ljubljana: Mladinska knjiga, p. 246.</i> <i>Source: Steuben. Battle of Poitiers. http://sl.wikipedia.org/wiki/Slika:Steuben_-_Bataille_de_Poitiers.png (19 February 2010).</i>
	<i>I ask the pupils a revision question.</i>		<i>questioning</i>
	<i>What did the Arab state encompass in the Middle Ages?</i>	<i>Anticipated answer: Spain, North Africa, Persia to the Indus River.</i>	

Table 16: Arab Culture⁹¹

Third subtitle	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials
Arab Culture (8 minutes)	Arabs developed a highly advanced culture. Its development was aided by conquests with which the Arabs came to know the culture of other nations, from where they borrowed various achievements. Islamic art became most prominent in architecture. They built magnificent buildings – mosques, jamias.	Pupils listen.	class teaching explaining
	A mosque is shown on your work sheet.	Pupils watch.	pictorial demonstration: work sheet
	What do mosques look like on the outside?	Anticipated answer: They have a domed roof, minarets.	work with a picture: questioning Source: Mosque in Aswan, Egypt; http://sl.wikipedia.org/wiki/Mo%CSA1eja (23 February 2010)
	Universities were created next to mosques; there science was developed – they translated the works by Greek and Persian scholars and preserved them in their libraries. Islamic art developed in music and literature as well. They wrote fairy tales.	Pupils listen.	explaining
	Does anyone know the title of the book in which numerous Persian, Indian, Arabian and other fairy tales are collected?	Anticipated answer: Thousand and One Nights	questioning
	They made advances in astronomy. They perfected astronomical and navigational instruments (compass, rudder . . .), named certain stars etc.	Pupils listen.	explaining
	Do you still remember the name of the great star we mentioned in the fairy tale at the beginning of the lesson?	Anticipated answer: Aldebaran.	questioning
	They were experts in medicine: – they carried out operations using anaesthesia; – they made syrups and medicine from plants; – they founded the first pharmacies and pharmaceutical schools; – they already had hospitals etc.	Pupils listen.	explaining

91 Ibid.

Third subtitle	Teacher's Activity	Pupils' Activity	Teaching Methods and Materials
	<i>Look at the picture on the work sheet that shows the removal of an arrow from a wounded man on the battlefield.</i>	<i>Pupils watch and listen.</i>	<i>pictorial demonstration: work sheet</i>
	<i>What does that tell us?</i>	<i>Anticipated answer: That they took care of those wounded in battle; that each army brought along its own "doctors."</i>	<i>work with a picture: questioning</i> <i>Source: Removing an arrow from a wounded man; Borisov, P. (1985). Zgodovina medicine [History of Medicine]. Ljubljana: Cankarjeva založba, p. 93.</i>
	<i>They proved themselves in mathematics. They adopted numerals (Arabic numerals) and the number zero from the Indians and passed them on to Europe. They are still used today.</i>	<i>Pupils listen.</i>	<i>explaining</i>
	<i>Which numerals did we use before Arabic numerals?</i>	<i>Anticipated answer: Roman numerals.</i>	<i>questioning</i>
	<i>They had a highly developed craft (they made carpets, products made of fabric, leather, glass . . .) and trade (sugarcane, cotton, Arabian horses . . .). They brought paper to Europe from the Chinese.</i>	<i>Pupils listen.</i>	<i>explaining</i>
	<i>I ask the pupils a revision question.</i> <i>What did the Arabs bring to the Europeans or the world?</i>	<i>Anticipated answer: Arabic numerals, the number zero, paper, Arabian horses, they perfected astronomical and navigational instruments, named certain stars . . .</i>	<i>questioning</i>

In order for the pupils to remember as much of the lesson content as possible, Sanja Dolinar also prepared copies of the notes of the lesson content, as the transcribing or dictating of the lesson content would take up too much time or would be very difficult for the elementary school pupils, since the lesson content contained many new words. She designed the notes so that they included the title of the lesson and three subtitles, just as they were discussed during the lesson. Each subtitle also contained the main information and terms.

Conclusion of the Lesson

In the concluding part of the lesson (6 minutes) she handed out an assignment to the pupils, which was in the form of a crossword. After the pupils correctly entered the answers in the squares, the centre upright column showed them the name of the Frankish ruler who defeated the Arabs in the Frankish state (today's France) in 732 – Charles Martel.

The questions which Sanja Dolinar had compiled for the revision of the lesson content were as follows:⁹²

1. *What is the holy book of the Muslims called?*
2. *What is the religious war for the spreading of Islam called?*
3. *What is Mohammed's flight from Mecca to Medina called?*
4. *What is a member of the tribes that lived in the Arabian desert called?*
5. *What are Mohammed's successors called?*
6. *Who is the beginner of Islam?*
7. *What is the Muslim religious object which serves as an oratory called?*
8. *In 732 a clash between the Franks and the Arabs took place in the Frankish state, in which the Arabs were defeated. What is the name of the place in which the clash occurred?*
9. *What is the faith in one god called?*
10. *What is the name of the place to which Mohammed fled in 622?*
11. *What is the name of God in Islam?*

While solving the crossword pupils listened to contemporary Arabian music by the female singer Fairuz⁹³ and tried the dates which Sanja had brought for them.

The example shown is only one example of how history teachers in elementary schools can carry out a lesson on the topic of the Arab state in the 7th and 8th centuries.

92 Ibid.

93 The very best of Fairuz: <http://www.filestube.com/9aa4011f6ea58a8403e9,g/Fairuz-The-Very-Best-Of.html> (7 August 2012).

CONCLUSIONS

In the Republic of Slovenia history is an important subject at all levels of education. Slovene and European history are predominant and non-European history in part, which belongs to world or general history. World history is generally divided by continents: Asian, African or American history, which means that the history of today's Arab countries is included in general or world history under Asian and African history.

In elementary school pupils first come across the past of their hometown and Slovenia in the 4th grade or at ages 8–9. At ages from 11–12 to 14–15 history is an obligatory and independent subject in elementary schools. History is an important subject in secondary schools, as it is an obligatory subject in all general secondary schools; only secondary technical schools have a smaller number of lessons. In secondary vocational schools historical contents are incorporated into other subjects. An analysis of history curricula for elementary and secondary schools has shown that ancient Egypt is an obligatory content, while elective contents include the formation and expansion of the Arab state and of Islam and Arab culture in the Middle Ages; in the period after 1945 conflicts and modern terrorism belong to the obligatory contents in secondary schools and to elective contents in elementary schools.

All of the four Slovene universities include the study of history and offer students different study programmes. An analysis has shown the common characteristic that programmes focus on Slovene, Southeast, and European history. Only a few programmes include courses relating to non-European history. Emphasised contents are the same as on the elementary or secondary school levels (ancient cultures, formation of the Arab state, imperialism, decolonisation, crisis areas after the Second World War). Only one course in the doctoral studies stands out (National or Supra-National – The Case of the Arab World), which includes the history of today's Arab countries or the history of the Arab-Muslim world of today and presents a fine example of how to incorporate Arab history into the study programme of history.

In order to be familiar with and understand today's Arab world and in particular the development of today's Arab countries, all school levels should include more historical contents relating to the history of today's Arab countries.

For this reason a few options are presented below as to where and how these contents could be included in the education system in the Republic of Slovenia, taking into account the objectives contained by the history curricula in elementary and secondary schools and taking into account the Bologna system at the universities.

The history curriculum for elementary school suggests the use of different didactic methods during history lessons; for discussing Arab history the following methods can be pointed out: project work, inquiry learning, discovery learning, collaborative learning, role playing, and cross-curricular links.⁹⁴

The elective topics included in the curriculum would be especially suited for this. E.g. in the elective topic Changes to the Everyday Life in the 20th Century pupils could research the changes to the living habits of the population, the spending of one's free time, the moving of people, migrations and intercultural contacts, women's emancipation, young generations, occupational structure of the population by countries etc.⁹⁵

In particular, pupils could use different historical sources with the aid of information technology, which is also one of the objectives, namely for the pupils "to be able to develop the ability of simple analysis, synthesis, and interpretation of useful and reliable data and evidence from historical sources and literature from different media, for the research and knowledge of the life of people in the past."⁹⁶

Another objective is for the pupils to "compare different ways of life through their contact with pupils from Slovenia and abroad."⁹⁷ One

94 *Curriculum: Programme of Elementary School Education. History.* (2011). Ljubljana: Ministry of Education and Sport: The National Education Institute of the Republic of Slovenia, p. 41: http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_zgodovina.pdf (1 June 2011).

95 *Ibid.*, p. 25.

96 *Ibid.*, p. 5.

97 *Ibid.*

method could be the use of information technology or interviews with Arabs living in Slovenia.⁹⁸

For intercultural understanding, respect and cooperation, pupils should understand the importance of migrations for intercultural contacts and be familiar with ways of promoting intercultural dialogue.⁹⁹

The history curriculum for elementary school also suggests that teachers make historical events topical or are familiar with the current state in European and world countries, since this brings history closer to the pupils and trains them to view the modern world actively and responsibly.¹⁰⁰

In order to incorporate the history of today's Arab countries in history lessons more books should be translated in Slovenia that refer to the history of Arab countries, as there are very few expert books present. There are only general historical encyclopaedias or encyclopaedias of religions, which give less information on the history of today's Arab countries. What should be supplemented in particular is the period from the 12th to the 19th century (e.g. in the broader topic in the curricula, Meeting Points of Cultures). As there are many books on Arab history available in Slovene libraries in the English language, it is proposed that some of these books be translated into the Slovene language.

In secondary schools the curricula encourage the use of different historical sources and information, and learning from historical sources with multiple perspectives. For example, oral tradition (such as legends, narratives, historical poems, genealogical or historical stories), written literary sources (such as yearbooks and chronicles, biographies, memoirs, autobiographies, journals), published sources (such as leaflets, open letters, newspapers, political publications) and various documents (such as land registers, diplomatic reports) etc., which secondary school students can look up on the Internet, in libraries, archives etc.

98 Lamberger Khatib, Maja (2009). Social Networks among Arabs in Slovenia. In: *Treaties and Documents: Journal of Ethnic Studies*, No. 58, pp. 140–158: <http://www.inv.si/DocDir/Publikacije-PDF/Razprave%20in%20gradivo/RIG%2058/Lamberger%20.pdf> (5 August 2012).

99 *Curriculum: Programme of Elementary School Education. History*. (2011). Ljubljana: Ministry of Education and Sport: The National Education Institute of the Republic of Slovenia, p. 38: http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/prenovljeni_UN_zgodovina.pdf (1 June 2011).

100 *Ibid.*, p. 40.

The curricula emphasise in particular that secondary school students should develop digital competences by using electronic communications media, such as e-mail, web forums, web conferences, web-based learning, and web portfolios. It is precisely through the use of electronic media that secondary school students could make contact with their peers in today's Arab countries.

The curriculum also envisages the knowledge of foreign languages or communication in foreign languages among secondary school students, stating the following: "The ability to communicate in foreign languages can be achieved and developed also through history lessons as follows:

1. Through international exchanges of students;
2. Through expert excursions and fieldwork in foreign countries;
3. By including students in various international projects etc."¹⁰¹

In view of the importance of familiarisation with and understanding of the development of Arab countries today, the history of Arab countries should be included to a greater extent in the curricula or incorporated into the obligatory contents.

Therefore it is suggested that teachers include the history of today's Arab countries in various activities organised by schools.

E.g. in elementary schools in additional lessons and extra-curricular activities, research papers and clubs; in secondary schools in the individual or group work of students, seminar or research papers and other extra-curricular activities. Teachers should select such historical examples and teaching material that also contribute to the understanding and respect of tolerance, human rights, democratic values, and cultural diversity.

Seeing that in certain examples of study programmes the studies at Slovene universities indicate the possibility of studying Arab history, students should be encouraged to research Arab history. The first and second cycles of the study programmes of history already provide a solid basis for further study.

¹⁰¹ *Curriculum: History. General Secondary Education. General Secondary School.* (2008), p. 10: http://portal.mss.edus.si/msswww/programi2008/programi/media/pdf/ucni_nacrti/UN_ZGODOVINA_280_UR_gimn.pdf (26 September 2008).

The Republic of Slovenia should use bilateral agreements to enable the granting of scholarships to students for studying at Arab universities or the exchanges of students so that there could be Slovene specialists in Arab history. What should be promoted is more of such study programmes of history that would accustom the students during their study of different periods of the past to international cooperation, inclusion in international projects, and the establishing of international relations or contacts. This way young people could not only find employment at institutions conducting research in the humanities, but could also participate in domestic and international projects.

To conclude, the present publication can contribute to future Slovene-Arab projects, study exchanges, and Slovene-Arab cooperation in the field of education.

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- First Cycle University Study Programme of History: <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/PrvaStopnja/PrvaStopnja.html> (30 July 2012).
- First Cycle University Dual-Subject Study Programme of History: <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/PrvaStopnja/PrvaStopnja.html> (30 July 2012).
- Second Cycle Master's Study Programme of History: <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/DrugaStopnja/DrugaStopnja.html> (30 July 2012).
- Joint Master's Programme of History of Southeast Europe: <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/DrugaStopnja/DrugaStopnja.html> (30 July 2012).
- Second Cycle Master's Pedagogical Dual-Subject Study Programme of History: <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/DrugaStopnja/DrugaStopnja.html> (30 July 2012).
- Second Cycle Master's Pedagogical Study Programme of History: <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/DrugaStopnja/DrugaStopnja.html> (30 July 2012).
- Interdisciplinary Doctoral Programme of Humanities and Social Studies (Field: History): [http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/TretjaStopnja/Humanistika InDruzboslovje/HumanistikalnDruzboslovje_Predstavitveni%20zbornik.html](http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/TretjaStopnja/Humanistika%20InDruzboslovje/HumanistikalnDruzboslovje_Predstavitveni%20zbornik.html) or <http://www.ff.uni-lj.si/fakulteta/Studij/BolonjskiProgrami/TretjaStopnja/AN.html> (4 August 2012).

Faculty of Arts – University of Maribor

- First Cycle University Study Programme of History: <http://www.ff.uni-mb.si/oddelki/zgodovina/studijski-programi.dot> (30 July 2012).
- First Cycle University Dual-Subject Study Programme of History: <http://www.ff.uni-mb.si/oddelki/zgodovina/studijski-programi.dot> (30 July 2012).
- Second Cycle Master's Study Programme of History: <http://www.ff.uni-mb.si/oddelki/zgodovina/studijski-programi.dot> (30 July 2012).
- Second Cycle Master's Pedagogical Dual-Subject Study Programme of History: <http://www.ff.uni-mb.si/oddelki/zgodovina/studijski-programi.dot> (30 July 2012).
- Second Cycle Master's Dual-Subject Study Programme of History: <http://www.ff.uni-mb.si/oddelki/zgodovina/studijski-programi.dot> (30 July 2012).
- Doctoral Programme of History: <http://www.ff.uni-mb.si/> (4 August 2012).

Faculty of Humanities (University of Primorska)

- First Cycle University Study Programme of History: <http://www.fhs.upr.si/sl/studenti/studij/studij-1-stopnja/zgodovina/> (30 July 2012).
- First Cycle University Dual-Subject Study Programme of History: <http://www.fhs.upr.si/sl/studenti/studij/studij-1-stopnja/zgodovina/> (30 July 2012).
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School of Humanities (University of Nova Gorica)

- First Cycle University Study Programme of Cultural History: <http://www.ung.si/si/studijski-programi/> (30 July 2012).
- Second Cycle Master's Study Programme of Cultural History: <http://www.ung.si/si/studijski-programi/> (30 July 2012).
- European Master's in Migration and Intercultural Relations: <http://www.ung.si/si/studijski-programi/> (30 July 2012).

Graduate School (University of Nova Gorica)

- Doctoral Programme: Comparative Studies of Ideas and Cultures: <http://www.ung.si/si/studijski-programi/> (30 July 2012).

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