



NEWSLETTER

No. 62, Pula, December 2021

CENTRE FOR CULTURAL AND HISTORICAL RESEARCH OF SOCIALISM



NEWS FROM CKPIS

New journal issue: History in Flux, 3, 2021

Department of History, Faculty of Humanities, University of Pula, has just published no. 3, 2021 of the journal *History in Flux*. It is fully available online (open access) through the [Hrčak](#) portal. As in previous years, it also contains articles on socialist topics or those which are based on presentations delivered at the conference *Socialism on the Bench*, organised by CKPIS in 2019.

The call for the no. 4, 2022 is open, with the submission deadline set on March 31, 2022. Publication is expected by the end of the year. Contributions from *Socialism on the Bench 2021* and other articles are more than welcome! Contacts and instructions available [here](#).



CKPIS Winter Semester: Ildiko Erdei

In December CKPIS hosted the third guest in the series of online public lectures *CKPIS Winter Semester*. Ildiko Erdei (Faculty of Humanities, Belgrade) presented an anthropological analysis of *Pozorište u kući*, a famous Serbian and Yugoslav TV-series from the 1970s and 1980s. Find out more about the Winter Semester at our [webpage](#).

Zimski semestar CKPIS-a
Ciklus javnih online predavanja

Ildiko Erdei
Šta je nama „Pozorište u kući“? –
refleksije o antropološkom istraživanju
jedne televizijske serije

Ponedjeljak, 13. prosinca 2021., 18.00
<https://ovh.unipu.hr/b/and-gdp-arf>

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Also in this issue at pp. 5-8: interview with Sanja Petrović Todosijević



CONFERENCES AND CFP

5th Past, Present, Future - The Other: Stereotype and Prejudice in History, Pula, 26-28 May 2022

The aim of this conference is to look at how “the other” was perceived throughout history to better understand how these forces shape our societies and the world we live in. Prejudice and stereotypes are in the focus, but we welcome other depictions and perceptions of “the other” as well. Stereotypical depictions of foreigners and minorities is nothing new. Since the dawn of written history, one reads of barbarians and illiterates bearing ill will to the “civilized world” and much ink has been spilt attempting to portray “the other” as a less civilized form of human being than “us.” Greeks and Romans considered everyone outside their own sphere of influence little more than unruly, wild barbarians to be subjugated or ignored. In medieval times religion was the basis for prejudice against heathens and infidels, but proto-ethnic identities which emerged during the Hundred Years War created a whole new array of negative opinions against one’s neighbors.

[\(Read more\)](#)

Application deadline: 1 February 2022

Between Trade and Aid: Theories, Practices, and Results of Attempts of Exporting State-Socialist Development Models for the Third World, Leipzig, 29 June – 1 July 2022

Once the process of decolonization gained momentum in the 1950s, the socialist states of Eastern Europe and decolonized states in Asia and Africa became increasingly more interested in each other. Their motivations were manifold: Leading figures from newly independent countries wanted to secure their political independence with economic independence. Although these countries themselves did not harbour strong pro-socialist sentiments, interacting with representatives from socialist Eastern Europe could serve their purpose. Contact with the East could, at a minimum, be used as leverage to demand economic concessions from Western representatives. For the East, the newly independent states provided an opportunity to export parts of their economic model, gain influence internationally, and import vital resources in exchange for machines and technology.

[\(Read more\)](#)

Application deadline: 20 January 2022

14th European Social Science History Conference, Gothenburg, 12-15 April 2023

The aim of the ESSHC is bringing together scholars interested in explaining historical phenomena using the methods of the social sciences. The conference is characterized by a lively exchange in many small groups, rather than by formal plenary sessions. The conference welcomes papers and sessions on any historical topic and any historical period. It is organized in 27 thematic networks.

[\(Read more\)](#)

Application deadline: 15 April 2022



Biblioteka CeKaPISarnica



PUBLICATIONS

Nenad Stefanov, Srdjan Radović (eds.): *Boundaries and Borders in the Post-Yugoslav Space: A European Experience* (De Gruyter Oldenbourg, 2021)

The disintegration of Yugoslavia, accompanied by the emergence of new borders, is paradigmatically highlighting the relevance of borders in processes of societal change, crisis and conflict. This is even more the case, if we consider the violent practices that evolved out of populist discourse of ethnically homogenous bounded space in this process that happened in the wars in Yugoslavia in the 1990s. Exploring the boundaries of Yugoslavia is not just relevant in the context of Balkan area studies, but the sketched phenomena acquire much wider importance, and can be helpful in order to better understand the dynamics of b/ordering societal space, that are so characteristic for our present situation. ([Read More](#))



POSITIONS, GRANTS AND STIPENDS

PhD and MA Scholarships in Comparative History, CEU, Vienna

The Department of History at Central European University (CEU) offers students interdisciplinary and comparative perspectives on history from the late medieval period to the present. It is recognized for its innovative approaches to historical research and graduate training. Our international faculty offer expertise that extends from early modern history to the study of totalitarian regimes in the 20th century, as well as the post-communist period; from numerous aspects of social, cultural, political, and intellectual history to religious, visual and archival studies. CEU is an English-language, graduate university located in Vienna and accredited both in Austria and the United States. It is committed to attracting talented students and scholars from around the world. Our student/faculty ratio is 8:1, allowing for small, discussion-based seminars and close guidance from faculty members. ([read more](#))

Application deadline: 1 February 2022

1 Joint Chair "History of East-Central and South-Eastern Europe, Late-Nineteenth Century to the Present", EUI, Fiesole

The Department of History and Civilisation and the Robert Schuman Centre for Advanced Studies seek outstanding candidates with an established record in research and supervision on the history of East-Central and South-Eastern Europe from the late-nineteenth century to the present. The position is open to historians specialising in cultural, economic, institutional, international, political, social, and transnational approaches. We are particularly interested in candidates who combine two or more of these approaches. The successful candidate will be expected to provide major input in research, teaching, supervision and administration. ([read more](#))

Application deadline: 7 February 2022

Postdoc and Doctoral position, IOS Regensburg

The Leibniz Institute for East and Southeast European Studies (IOS) in Regensburg announces two new academic research positions as part of the Research Network "Cooperation and Conflict in Eastern Europe: The Consequences of the Reconfiguration of Political, Economic, and Social Spaces since the End of the Cold War" (KonKoop), both starting on 1 April 2022: Postdoc researcher in political science for research on political settlements in Eastern Europe (remuneration up to TVL-E 13, full time 100%, 48 months); Doctoral researcher for research on the Wars in the former Yugoslavia with a focus on digital humanities (remuneration up to TVL-E 13, part-time 66%, 42 months). ([read more](#))

Application deadline: 18 January 2022

8-10 IEG Fellowships for Doctoral Students, Leibniz-IEG, Mainz

The IEG funds PhD projects on European history from the early modern period until 1989/90. We are particularly interested in projects: with a comparative or cross-border approach, on European history in its relation to the wider world, or on topics of intellectual and religious history. The IEG Fellowships provide a unique opportunity to pursue your individual PhD project while living and working for 6–12 months at the Institute in Mainz. During the fellowship you are required to reside at the Institute in Mainz. You actively participate in the IEG's research community, the weekly colloquia and scholarly activities. We expect you to present your work at least once during your fellowship. The IEG preferably supports the writing up of dissertations; it will not provide funding for preliminary research, language courses or the revision of book manuscripts. ([read more](#))

Application deadline: 15 February / 15 August 2022



INTERVIEW OF THE MONTH

by Sara Žerić

Sanja Petrović Todosijević is a research associate at The Institute for Recent History of Serbia. ([read more](#))



Sanja Petrović Todosijević

Recently, the Institute of Recent History of Serbia and the Institute of Pedagogy and Andragogy of the Faculty of Philosophy, University of Belgrade published an edited volume *Bez škole šta bi mi?! Ogledi iz istorije obrazovanja u Srbiji i Jugoslaviji od 19. veka do danas*. Together with Aleksandra Ilić Rajković, you are one of the editors, but also a historian who focuses on the history of education in Yugoslavia. Therefore, what is the best approach to the topic of education, and

what was the main goal of publishing this volume?

The edited volume *Bez škole šta bi mi?!* was created with the primary goal of pointing out all phases and various aspects of the long and complex process of "entering" of the society "into school", and it is well known that school was not always valued and positioned at same basis. Also, another goal of this volume was to draw attention to the consequences of the now permanent and systematic marginalization of educational institutions which have a key role in the process of modernization and emancipation of society. Aleksandra's and mine intention, as editors and authors, but also the intention of all other colleagues who contributed to the volume (Nataša Vujišić Živković, Ljubinka Trgovčević, Ana Stolić, Ljiljana Stankov, Jovan Miljković, Đurđa Maksimović, Zoran Janjetović, Ljubinka Skodrić, Lada Duraković, Milica Sekulović, Srđan Milošević, Dragomir Bondžić, Vladimir Džinović, Ivana Đerić) was to provide an insight into the process of struggle for a modern education system in Serbia and Yugoslavia, but also in post-Yugoslav societies. Precisely because of that, our intention was to look at the various practices and challenges of education from the 19th century to the present day, and thus remind us of the experience that can be a valuable support and starting point for all those who today deal with

reform processes which are not necessarily related only to school but also to wider social reforms.

How complex was the process of building a modern education system in Yugoslavia?

In my opinion, it was extremely complex, for three key reasons: unfavorable social structures, poor educational level of the population and weak institutions. There is another reason which is often cited in the literature as "disruptive" in the process of building a modern school system in Yugoslavia, and that is the drastic regional differences that existed at the time of the formation of the Yugoslav state in 1918. Despite the many differences that existed in the Yugoslav state until the end of its existence, I think that the experience, not only of defining the policy of education in socialist Yugoslavia, but of implementing a major reform of the entire school system in the 1950s has shown that widespread reform can actually become the driving force of the cultural revolution which, when viewed from today's distance and from a completely "counter-revolutionary" climate, has made its greatest contribution to the most underdeveloped parts of the socialist Yugoslavia. It was literally changing landscapes and the anatomy of a social figure.

Why was education important in creating a "socialist man"?

"Socialist man" "who is foreign to bureaucracy and thoughtlessness", as Milovan Đilas said at the Third Plenum of

the CPY Central Committee, when the political decision to enter the reform was made, was to be the result of the great school reform carried out in Yugoslavia in the 1950s. In the conditions of an agrarian society that had yet to go through the process of industrialization, economic and any other progress, education was fundamental for "building a socialist man".



Aleksandra Ilić Rajković, Sanja Petrović Todosijević, eds., *Bez škole šta bi mi?! Oglеди iz istorije obrazovanja u Srbiji i Jugoslaviji od 19. veka do danas*, Institut za noviju istoriju Srbije, Institut za pedagogiju i andragogiju Filozofskog fakulteta Univerziteta u Beogradu, Belgrade, 2021.

All research from the beginning of the 1950s showed that the educational level of self-managing workers, as they were referred as at the time, was so low that the question had to be asked whether socialism was possible at all with such an educational profile of the working class.

In my opinion, the success of the reforms of school system was reflected in its totality. The reform that was carried out in Yugoslavia in the 1950s was a framework not only for the implementation of a new policy of education and upbringing, but also for the establishment of a new concept of childhood, i.e. the concept of "happy childhood".

If we take into account the activities of students in 1968 and the involvement of the same generation twenty years later in the moments before the breakup of Yugoslavia, what is the conclusion about the success of education reform?

This is exactly what Aleksandra and I were thinking about when we started working on the volume. Some of your readers will probably recognize that the first part of the title of the proceedings is a "borrowed" verse written by Marina Tucaković and sung by the famous Belgrade and Yugoslav group Zana, which became famous in the early 1980s with the song "Nastavnice". For us, Zana's and Marina's "Nastavnice" represented a kind of "perspective" of the prom night or a framework for those generations who grew up in the shadow of the education policy I spoke about, but who also had no memory of the War and Revolution. The perspective of the "prom night" of the generation that was "ready for the future", encouraged by "complacent stories" about economic growth, in the late 1970s and early 1980s was the last shock of a policy that saw education as a

"public good", and not as the "personal right of the individual". In practice, a culture of positivism prevailed, which meant that knowledge was based on empirical and natural sciences and on formal disciplines such as logic and mathematics. The marginalization of the humanities, the withdrawal of the state from the sphere of education and its abandonment to private capital, which, in the circumstances of the fall of the Berlin Wall, the collapse of the socialist social order, the wars in Yugoslavia, often played a crucial role in establishing a "new reality". This brought into question not only the survival of the social-state, but also the preservation of numerous hard-won rights of citizens, among which the right to education was one of the most important.

How much is the topic of education in socialism researched?

Unfortunately, not enough. When I say that, I refer primarily to new research. After the disintegration of Yugoslavia, the history of education of the period of socialist Yugoslavia was "suspended", just as the entire period of socialist Yugoslavia was "suspended" or marginalized and vulgarized. As an institution that was especially faithful to the ideals that represented the source of identity and patriotic consciousness of Yugoslav citizens such as anti-fascism, internationalism, equality, solidarity, of course it should have been "silenced" in the 1990s. The situation partially improved during the 2000s, when

researchers such as Snježana Koren in Croatia, Dragomir Bondžić in Serbia, Aleš Gabrič in Slovenia, etc. made an important contribution to the study of various issues in the field of education policy and the history of education in the socialist Yugoslavia. It is with great pleasure that I want to emphasize that as many as five papers in this volume are dedicated to this part of our past. I am extremely glad to say that among them is the work of one of our youngest associates - Milica Sekulović, who is also together with Đurđa Maksimović, the secretary of our editorial office. I understand the great interest of young researchers in studying the history of education in the period of socialist Yugoslavia as the need to “answer” the crisis of identity and ideas.

Finally, which book would you recommend to students and young researchers interested in the history of Yugoslavia and socialism and why?

I warmly recommend the edited volume *Časopisi za decu: jugoslovensko nasleđe (1918-1991)* to students and young researchers, edited by Stanislava Barać and Tijana Tropin, which was published in 2019 by the Institute of Literature and Art in Belgrade. The volume, edited by two exceptional researchers, is the result of the work of a fantastic academic gathering, but also of an institute project. I mention the Institute of Literature and Art from Belgrade several times because I want young colleagues from Croatia and

the region to remember it. I would say that the Institute of Literature and Art, primarily thanks to its exceptional collaborators, is an important toponym on the map of Yugoslav studies. *Časopisi za decu: jugoslovensko nasleđe (1918-1991)* not only marks all those journals that are today an important historical source for studying the history of Yugoslav periodicals, but also all those journals without which it would be impossible to talk about different educational policies and practices in the past during the entire period of the Yugoslav state's existence.

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