

## Draft instrument for detecting post-Soviet and post-authoritarian dependencies in social sciences and humanities education

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The following is a short description of a draft instrument to define indicators suitable for detecting post-socialist or post-authoritarian path dependencies within teaching materials, textbooks, curricula, etc. The instrument has been designed for the sphere of citizenship and civic education, but can also be used for the analysis of materials from history, social studies, and other related subjects. The instrument consists of two steps, whereby the first step can be used on its own.

**Step one:** *Detection* of visibility of path dependencies/influences in the material analyzed in general. The guiding question is whether the material in question (teaching material, curriculum, educational policy document, transcript of an interview with the teacher, recording of a lesson, etc.) can be considered to be (influenced) or produced by a post-socialist/post-authoritarian path dependency.

**Step two:** In part, the instrument allows for detection of the *modality* of path-influences and answers the question of whether the path dependency detected should be understood as continuity, as a break or as a specific post-space within which continuities or discontinuities are not yet defined.

### **Examples:**

As regards content and identity (I.1 in Figure 1 below), one should ask whether the material in question addresses *identities* in the context of the transformation narrative (*step one*). If yes, the question is whether the educational material stresses the »national congruence« of the country

(Geller 1997). If so, one can speak of the *continuity* of educational tradition in the context of path-dependency (*step two*). One must also examine how heterogeneities are addressed: If the *homogeneity* of the society is not being addressed (or at least not being positively framed), then we can speak of path dependencies fading in this aspect of educational tradition (*step one*). A marker of *educational continuity* would be an attempt to establish homogeneity among learners (*step two*).

Looking at the teacher's role and uncertainties (II.1 in Figure 1 below), *step one* would be to examine how explicitly uncertainty as a condition of social science knowledge or as a characteristic of the teacher's position is being addressed. *Explicitness* would be a marker of path dependency. Uncertainty resulting from an educator's self-perception as a non-indoctrinator, emerging within the narrative of national pride and identity construction, would be a marker of an educational *break* (*step two*; Jeliaskova in this issue).

I consider the instrument to be a basis for discussion and would be thankful to any comments or feedback on its application.

### I. Contents of citizenship and civic education

1. Identities (Linz and Stepan 1996, 36) and diversities	1.1. Building bridges/addressing the pre-transformational condition addressing »lost (political) homeland« (Smith 1999, 216) as a specific indicator of transformational path dependencies in educational settings and hence the mark of a <i>break in the educational tradition</i> ; addressing the »national congruence« of the country (Geller 1997) as a special mark of post-Soviet teaching, and hence a mark of <i>continuity</i> .
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	<p>1.2. Nation-centered, patriotic or nationalist educational discourses (Gross 2010, 215) appealing to the construction of national (post-socialist) identities (Heyneman 2000, 180–82), addressing »ethnic« citizenship (Smith 1999, 6) as a sign of the relevancy of post-socialist dependencies or meanings in education; these phenomena mark <i>continuity</i> in the educational tradition.</p> <p>1.3. References to diversity (Smith 1999, 130); striving for homogeneity among learners as a possible indicator of post-socialist uncertainties within the educational systems; allowing for diversity; growing empathy towards diversities and heterogeneities as possible indicators for the <i>fading</i> of transformational path dependencies.</p>
2. Europe	<p>2.1. Work with (or adaptation of) teaching materials on Europe issued by EU/COE as a mark of the fading relevancy of post-dependencies in education and the increasing role of other macro-political dependencies; comparison of the role of the country within supranational organizations with the role country played as part of the »socialist camp« (Zimenkova 2011); juxtaposing national and European citizenship identities (Gross 2010, 214) as an indicator for post-socialist or post-authoritarian citizenship education (dependencies can be detected, <i>step one</i>), demonstrating a <i>break</i> in educational tradition (<i>step two</i>).</p>

	<p>2.2. Tensions between »rationalities of nation-state building« and »rationalities of catching up with Europe« (Fimyar 2010, 64) as an indicator for post-socialist historical and political education, indicating a <i>break</i> in educational tradition.</p>
<p>3. History</p>	<p>3.1. Addressing the historical period of the Cold War and socialist times as continuity or discontinuity (the latter: marker of <i>break</i>); establishing historical continuities (Linz and Stepan 1996, 402) as an indicator of post-socialist education (<i>step two</i>: continuity).</p> <p>3.2. Addressing the emerging of European citizenship identities as a break with socialist/authoritarian civic education (in teachers' identities or in new teaching conceptions) (Gardinier and Worden 2010, 190; Jules and Barton in this issue) as an indicator for the relevance of transformation processes (explicitness of European identities as »new« identities as a marker of path dependencies, <i>step one</i>; acceptance of these new European identities as a marker of a break within educational tradition, <i>step two</i>).</p>

## II. Reflecting on teachers' role and identity and the process of knowledge production

1. Uncertainties	<p>1.1. Uncertainty of knowledge production (Lindblad and Popkewitz 2004, ix): What do teachers anticipate with respect to who produces knowledge in social sciences and history? How do teaching materials address knowledge production and indoctrination in socialist times (establishing relations or distancing as indicators of path dependencies, <i>step one</i>)? Reflection of the subjectivity and changeability of social science knowledge as indicator of a <i>break</i> (<i>step two</i>).</p> <p>1.2. Uncertainty of balance between educators' self-perception as non-indoctrinating (<i>break</i>) and narrative of national pride and identity construction (<i>continuity</i>) as indicator of post-socialist education (Jeliazkova in this issue); both breaks and continuities are detections of the relevancy of path dependencies (<i>step one</i>).</p> <p>1.3. Uncertainties of teaching profession (Niyozov 2011): Uncertainty with respect to one's own role in the societal hierarchies, job security, and the perception of one's own professionalism with respect to the alternating content of education (see Vitrukh in this issue) as indicator of a path dependency (<i>step one</i>) and a <i>break</i> in educational tradition (<i>step two</i>).</p>
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	<p>1.4. Teachers support of the transformation of educators from knowledge providers to assistants in the search for knowledge (Vitrukh in this issue) as indicator of the establishment of new forms of teaching (<i>break, step two</i>).</p>
<p>2. The significance of social sciences as perceived by teachers</p>	<p>2.1. Which significance do teachers ascribe to the social sciences and civics as school subjects? Do they address the indoctrination potential of these subjects (marker of a <i>break, step two</i>)? If yes, do they address this with respect to socialist/authoritarian past (marker of path dependencies, <i>step one</i>) or to current times as well (marker of a <i>break in educational tradition</i> or of the <i>fading</i> of path dependencies)?</p> <p>2.2. Objectivization potential of knowledge (Niyozov 2011): do teachers (or the authors of the teaching materials) try to address knowledge in social sciences as unchangeable, scientifically proven »truths« that cannot be manipulated through political processes (marker of the continuity of educational tradition, <i>step two</i>)?</p>

**Fig. 1: Indicators for detecting post-Soviet and post-authoritarian dependencies in social sciences and humanities education**

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