

Review of: "Historical Semiotics"

Dalibor Kesic¹

¹ University of Banja Luka

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This essay explores possible synergies for history education in semiotics and attempts to develop an epistemology that would be methodologically meaningful in the theory of education in history. Such a topic is worthy of exploration and the author has done it justice in terms of the effort put in writing it, and the meticulous analysis that ensued.

It is furthermore elucidating as it is precisely in the field of contemporary affairs that the subject of history is experiencing an irreversible change: the eyewitnesses who helped bringing history to life via their testimonies and who could be interviewed are becoming increasingly rare. As time goes by and as temporal erosion of knowledge is inevitable, compounded with the loss of historical witnesses, contemporary history as a school subject is also being transformed. Reflecting on these issues with reference to history education means becoming aware of the epistemology of historical sources, their de-coding and interpretation.

The readers of the essay should, at the same time, be cognizant of the assumptions of autonomous language processing models, according to which the informational content in the output of language processing processes should be higher than in the input. This can only lead to a conclusion that further research is needed to determine the informational input value in the historical-semiotic information channel. The author has laid a good foundation for a more detailed research to follow. The list of resources that the author consulted is impressive and the with the new materials and possibilities emerging on daily basis, there is hope that comprehensive analysis is within a hand-reach.