

Review of: "Historical Semiotics"

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The discussion that this article proposes starts from an absolutely determining problem, which has been affecting education systems worldwide and which, therefore, needs to be reflected upon: the progressive reduction of the space of history in the curricula of pre-university education.

The main arguments of this text are pertinent and well elaborated: 1) a renewal in history education is necessary; 2) historical semiotics can be the key to this renewal in the sense that it will pass through communicative structures; 3) recovering the importance of history is essential to maintain the desirable levels of civic-democratic participation of the populations of the globe.

By recovering some postulates of the Annales School, the text brings to the discussion the importance of theory and terminology and highlights how the instruments of cognition ensure that history is scientized.

Eventually, the examples it provides about the benefits of historical semiotics are scarce, focusing only on linguistic text analysis. A few more could have been provided. Apart from that, it is a well-written text, easy to read and very well-structured, providing the reader with systematized information, sometimes embodied in schemes that make the arguments more cognizable.