## Contents

| 1    | Introduction Eckhardt Fuchs and Annekatrin Bock                   | 1   |
|------|---|-----|
| Part | I History, Theory, and Methods of Textbook Research               | 11  |
| 2    | History of the School Textbook<br>Steffen Sammler                 | 13  |
| 3    | History of Textbook Research Eckhardt Fuchs and Kathrin Henne     | 25  |
| 4    | Theories and Methods of Textbook Studies Annekatrin Bock          | 57  |
|      |   |     |
| Part | t II Textbooks in Their Contexts                                  | 71  |
|      |   |     |
| 5    | Educational Publishers and Educational Publishing Christoph Bläsi | 73  |
|      |   |     |
| 6    | Textbook Authors, Authorship, and Author Function Marcus Otto     | 95  |
| 7    | Textbooks and Education Eugenia Roldán Vera                       | 103 |

| 8    | Educational Media, Reproduction, and Technology:<br>Towards a Critical Political Economy of Educational Media<br>Thomas Höhne       | 115 |
|------|---|-----|
| 9    | Ideas and Concepts for Using Textbooks in the Context of Teaching and Learning in the Social Sciences and Humanities Peter Gautschi | 127 |
| 10   | Science and Geography Textbooks in Light of<br>Subject-Specific Education<br>Péter Bagoly-Simó                                      | 141 |
| 11   | Textbook Quality Criteria and Evaluation Carl-Christian Fey and Eva Matthes   | 157 |
| 12   | Materiality and Mediality of Textbooks Felicitas Macgilchrist   | 169 |
|      |   |     |
| Part | t III Textbooks and Their Contents  | 179 |
| 13   | The Nation, Nationhood, and Nationalism in Textbook<br>Research from 1951 to 2017<br>Peter Carrier                                  | 181 |
| 14   | Transnational Identities and Values in Textbooks<br>and Curricula<br>Simona Szakács   | 199 |
| 15   | Regions Stephanie Zloch   | 215 |
| 16   | Representations of Class, Race, and Gender in Textbooks<br>Linda Chisholm   | 225 |
| 17   | On Normativity and Absence: Representation of LGBTI* in Textbook Research Marek Sancho Höhne and Dmitri Heerdegen                   | 239 |

| 18   | Religion as a Subject of Textbook Analysis: An Exemplary Overview Zrinka Štimac   | 251 |
|------|---|-----|
| 19   | Research into Textbook Portrayals of National Socialism<br>and the Holocaust<br>Stuart Foster and Eleni Karayianni        | 267 |
|      | SUOTISERY AS  |     |
| 20   | Colonialism  Lars Müller  |     |
| 21   | Composite of the Posts Socialisms   | 202 |
| 21   | Concepts of the Past: Socialism Barbara Christophe and Lucia Halder   | 293 |
| 22   | History Textbooks and the Construction of Dictatorship<br>Teresa Oteíza and Mariana Achugar                               | 305 |
| 23   | War in Textbooks Sylvie Guichard  | 317 |
| 24   | How Diverse Are Our Textbooks? Research Findings in International Perspective Inga Niehaus                                | 329 |
| 25   | Human Rights as Cultural Globalisation: The Rise of Human Rights in Textbooks, 1890–2013 Patricia Bromley and Julia Lerch | 345 |
| 26   | The Environment Tobias Ide  | 357 |
| Part | t IV Textbook Use, Effects, and Practices   | 367 |
| 27   | Textbook Use Thomas Illum Hansen  | 369 |
| 28   | Textbook Effects and Efficacy<br>Yvonne Behnke  | 383 |

| 29 Textbook Practices: Reading Texts, Touching Books Georg Kolbeck and Tobias Röhl | 399 |
|--|-----|
|  |     |
| Part V Conclusion  | 411 |
| 30 New Directions  | 413 |
| Barbara Christophe, Annekatrin Bock, Eckhardt Fuchs, Felicitas                     | 110 |
| Macgilchrist, Marcus Otto, and Steffen Sammler                                     |     |
|  |     |
| Index  | 423 |