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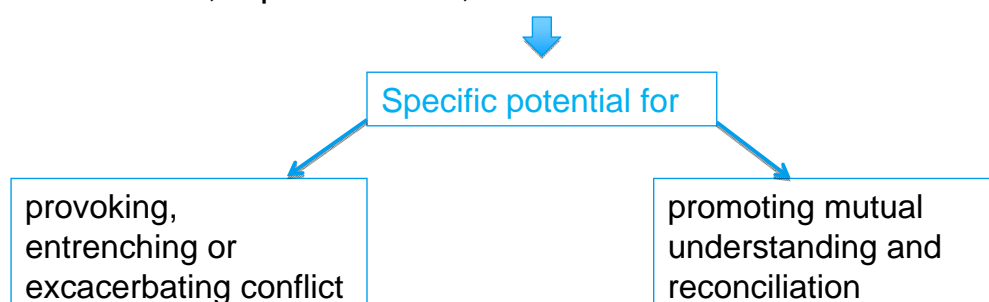
## JOINT HISTORY TEXTBOOKS RECONSIDERED

### Opportunities and Challenges from a European Perspective



## THE AMBIVALENCE OF TEXTBOOKS

- Knowledge and values defined by elites as essential for passing to the next generation → Mirror of hegemonic narratives
- Canonized knowledge, politically, culturally and educationally filtered and encoded
- Aimed at giving orientation, promoting social cohesion, creating a sense of collective identity
- Indicative, representative, and creative of social realities



## RESEARCH

- History of transnational/bilateral textbook revision
- Textbook-related conflicts in societies (media!)
- Conflict-perpetuating or conflict-resolving potential of textbooks →
- Textbooks as means of **reconciliation**
- Examples of **best practice – transferability?**

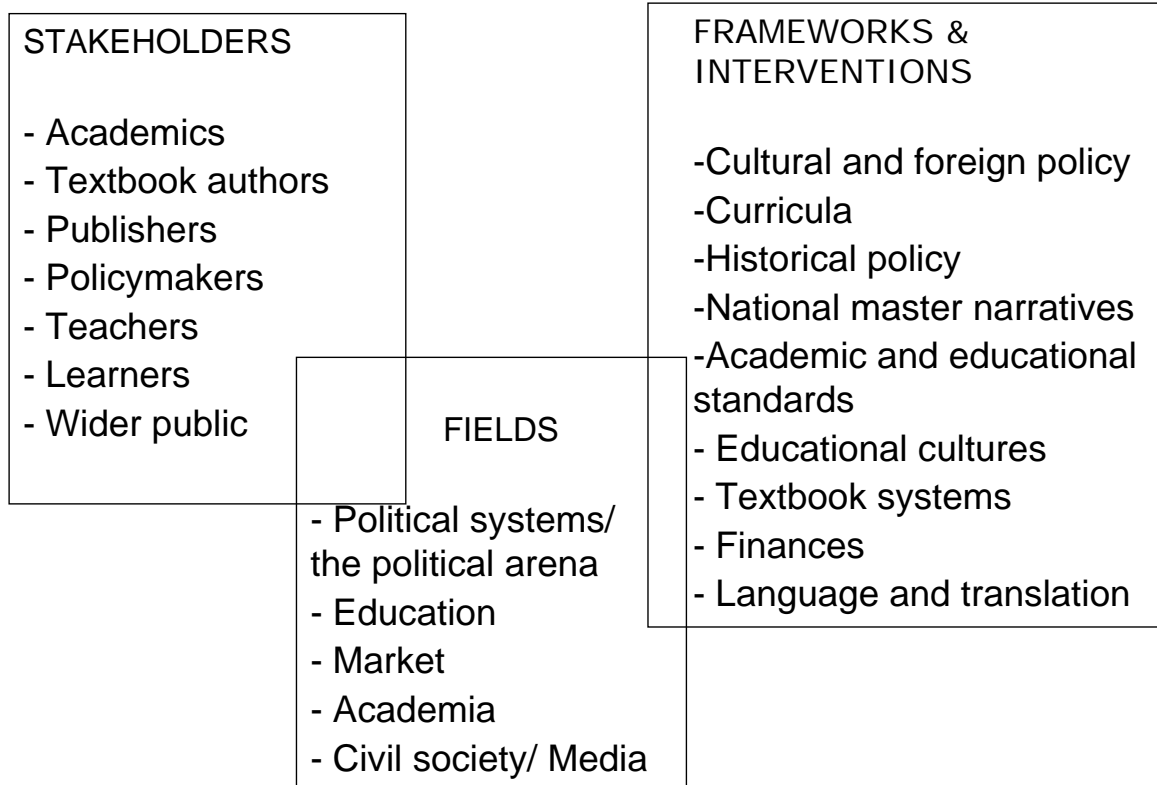
**Joint History Textbooks**

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graph TD; A[reconciliation] --> B[Joint History Textbooks]; C[best practice – transferability?] --> B; A --- C;
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## OUTLINE

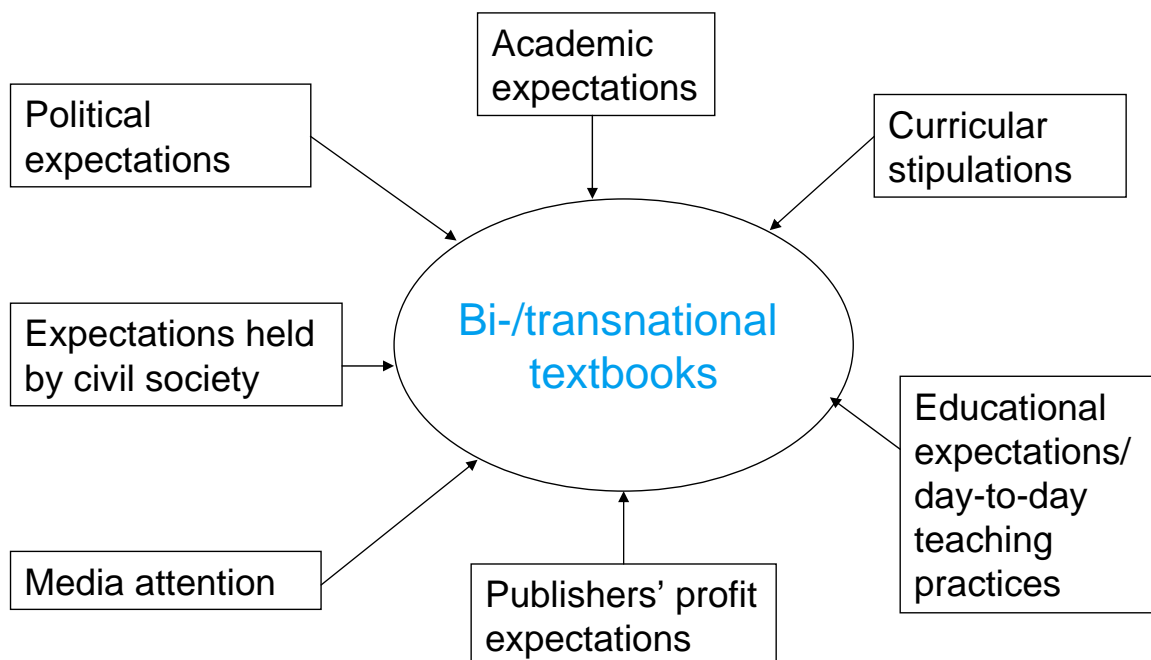
1. Introduction
2. A Historical View of Textbook Dialog
3. Concept and Challenges of the German-Polish Textbook Project
4. Open Questions – Further Research
5. Conclusion

# COMPLEX INTERRELATIONSHIPS



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# CHALLENGES AND TENSIONS



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# OPEN QUESTIONS AND MATTERS OF DISPUTE

Innovative potential?

Imperative to consensus?  
Political correctness?

Normativity?

A reflective awareness of history

Multiperspectivity –  
understanding the “other”?

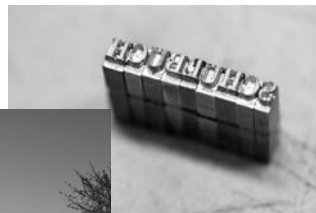
Economically  
justifiable?

Usable in history lessons?

Compatibility (or otherwise)  
of educational cultures?

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**GEORG ECKERT  
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Textbook Research



**THANK YOU FOR LISTENING!**

Member of the  
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