

“Others” in Textbooks: The Case of Greek Sixth Grade’s History Textbook

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Education is a basic tool for the empowerment of national identity and for the promotion of certain ideological choices. School provides new generations with the “official knowledge,” which arises after a series of social and political controversies that in many cases lead to a new kind of cultural wars. School history is a major influence on the development of students’ views with respect to convictions about democracy and the way and manner they confront “others,” concerning nationality, sex, sexual orientation and special needs. The aim of this paper is to investigate the new sixth grade’s (pupils, 11-years-old) history “package” (textbook, workbook and teacher’s book) which was introduced during the 2012-2013 school year and was used for teaching in the Greek nation’s territory. The researchers, under the lens of critical pedagogy, using content analysis as a basic tool, investigated the way the “others,” the “different” ones were presented in this didactic package. *[Article copies available for a fee from The Transformative Studies Institute. E-mail address: journal@transformativestudies.org Website: <http://www.transformativestudies.org> ©2014 by The Transformative Studies Institute. All rights reserved.]*

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INTRODUCTION

After their birth, most nation-states attempt to strengthen the coherence

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