

IO6 - SCHOOLBOOK COMPARISON



Partner: Austria

Specific Topic: Antisemitism in March 1968 in Poland and mass emigration of Poles of Jewish origin 1968–72

Wider context: Antisemitism after WWII until today

List of partners topics

*AT_The Slovene Minority in Austria: look alternatively for **(Autochthonous) Minorities***

*BE1_Congo – Colonialism – look alternatively for: **Colonialism***

*BE2_ EUROPEAN HISTORY – **Development of the “idea” of the European Union?***

*DE_Flight and expulsion of ethnic Germans after 1945 – (Potsdam agreement) look alternatively for: **Flight and expulsion – experiences of refugees***

*HR_Konavle region in Second world war – look alternatively for: **Shifting boundaries and impact on region – switching of identities***

*PL_Antisemitism in March 1968 in Poland and mass emigration of Poles of Jewish origin 1968–72 – look alternatively for: **Antisemitism after WWII until today***

*RO_The Romanian Revolution – look alternatively for: **Revolutions in Eastern Europe 1989/90***

*SE_EU-internal migration of Greeks to Sweden – look alternatively for: **EU-internal migration for work – impact of free movement in EU***

Instruction

In this sheet, please provide the analysis of four schoolbooks to the topic *Antisemitism in March 1968 in Poland and mass emigration of Poles of Jewish origin 1968–72* – look alternatively for: **Antisemitism after WWII until today.**

If you cannot find the specific topic in a book, please make a note that the specific topic is missing and look for a related topic in a wider context as mentioned in the list above.

If you even cannot find any related topic in a wider context please fill in the data of the book (Title ... publisher) and fill in “n/a” (not applicable) in the other lines (or look for another book ☺). Feel free to add any comments in the last line of chapter 1.



BOOK 1

Book title or internet url:

Zeitbilder, 7. Schülerbuch. Geschichte und Sozialkunde. Politische Bildung. Vom Ende des Ersten Weltkriegs bis in die Gegenwart. <https://www.oebv.at/produkte/zeitbilder-7-schulbuch-0>

p. 74-75 and

Zeitbilder, 7/8. Schülerbuch. Geschichte und Sozialkunde. Politische Bildung. Vom Ende des Ersten Weltkriegs bis in die Gegenwart. <https://www.oebv.at/flippingbook/9783209088475/> p. 76-77

Authors: Scheipl, Josef; Scheucher, Alois; Ebenhoch, Ulrike; Staudinger, Eduard

Year of publication: (2012), 2019

Publisher: Österreichischer Bundesverlag, Vienna

Does the book cover the specific topic of the project partner? (yes/no): No, but it covers anti-Semitism after WWII in a wider context – discussing the anti-Semitic ritual murder legend in Tyrol/Austria.

1. Description of the context

What could you find out about the publisher – private or state? (Transparency about the publisher's mandate)	Oesterreichischer Bundesverlag (OeBV), Vienna; publisher of Austrian schoolbooks; founded by Maria Theresia in 1772; has been run as a limited liability company since 1979; as a holding company since 1993; privatised in 2002.
Any information about the authors? (Transparency about the authors' (historical) basic assumptions)	Educational scientist (Univ. Graz), pedagogues, several school book publications, some authors of the team since decades.
In which chapter(s)/context did you find the topic?	“Antisemitische Vorausurteile und Vorurteile“ (p. 76-77) Anti-Semitic [foredoomings] and prejudices
What are the chapters before and after this chapter? (Contextualisation)	Before: “Vom Antisemitismus zum Holocaust/zur Shoa“ From Anti-Semitism to the Holocaust / the Shoa After: „Freiheits- und Widerstandsbewegungen“ Freedom and resistance movements.
How long is the chapter? How many paragraphs or lines deal with the specific topic within the chapter? (Priority of the topic)	The chapter has 2 pages, one page deals with the specific topic.



Other comments	
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2. Description of the content

Please translate the relevant paragraphs (add page number)	<p>p. 76-77</p> <p>The text describes an anti-Semitic legend that has been handed down for centuries about an alleged ritual murder of a Tyrolean child, called "Anderl von Rinn", in the 15th century. A cult of martyrs, backed by the Catholic Church, developed around this legend, from which the Catholic Church gradually distanced itself only in the end of the 20th century.</p> <p>“The Catholic Church gradually ended the cult. In 1953 Innsbruck’s Bishop Paulus Rusch deleted the Anderl memorial day on July 12th from the church festival calendar. In 1985, Bishop Stecher had the alleged bones of Anderl von Rinn removed from the altar of the church above the Judenstein. In 1988, the worship of Andreas as a martyr was officially forbidden in all forms.</p> <p>Nevertheless, Catholic fundamentalists go undeviatingly every year on the Sunday after July 12th on pilgrimage to Rinn. (...) The believers are joined by people who are politically right-wing and enemies of the Jews. "</p>
From what perspective is the text written? Are there alternative perspectives - quotes from persons concerned? Expert opinions? Please describe. (Multiperspectivity)	<p>Yes, the text includes the perspective of persons concerned. It quotes an article from the historian Wolfgang Benz, published in the Jewish online journal “DAVID Jüdische Kulturzeitschrift”, edition 94, https://davidkultur.at/artikel/das-anderl-von-rinn</p> <p>On the other hand, it also quotes a reply letter of Bishop Paulus Rusch from 1954 “to the request to ban the annual ritual murder festival”. In the quoted letter the bishop claims “that it was after all the Jews who crucified our Lord Jesus Christ”. (p.77)</p>
Does the text bring up the perspective of other related countries, e.g. by quotations? (Transnationality)	No.
Who are the actors in the text? How are they named? (Reference, representation)	The physician Hippolyt Guarinoni, who established the cult of martyrs,

	The “Catholic Church”, “Bishop Paulus Rusch”, “Bishop Stecher”, “the Jews”
Are there any illustrations related to the topic? What are they showing? (Contextualisation and perspective)	No.
Does the text contain stereotypes or generalizations in language and illustrations? If yes, please describe. (Objectivity)	Yes, but in a critical way. It focusses on identifying stereotypes and prejudices and gives an example for anti-Semitic defamations.
Are you missing any specific information about the topic?	No.
Other comments	

3. Pedagogical approach

Are there any pedagogical instructions / work tasks etc. that draw attention to the perspective of persons diversely concerned? (Multiperspectivity)	Yes, Pupils are asked to prove and analyse which types of judgements both mentioned quotations contain.
Are there any pedagogical instructions / work tasks etc. that draw attention to the perspective of persons from other countries concerned? (Transnationality)	No.
Any research-based or artistic learning methods?	No.
Other comments	

BOOK 2

Book title or internet url: Netzwerk Geschichte 7. Geschichte und Sozialkunde/Politische Bildung. Lehr- und Arbeitsbuch für die 7. Klasse AHS, für die 3. Klasse BASOP und BAKIP mit Weiterverwendung in der 5. Klasse. Politische Bildung online

<https://digi.schule/digibuecher/books/netzwerk-geschichte-7-schulbuch/2814?p=124>

Authors: Pokorny, Hans; Pokorny, Renate; Lemberger, Michael

Year of publication: 2013 (2. Auflage)

Publisher: Bildungsverlag Lemberger

Does the book cover the specific topic of the project partner? (yes/no): No

1. Description of the context

What could you find out about the publisher – private or state? (Transparency about the publisher's mandate)	The publisher "Bildungsverlag Lemberger" is a private publisher that has recently specialized in digital learning. Contact details are in the commercial register at Lemberger GmbH / Ltd listed. In addition to it, there is no information about the publisher on the Internet. http://www.bildungsverlag-leemberger.at/
Any information about the authors? (Transparency about the authors' (historical) basic assumptions)	Dr. Michael Lemberger studied paedagogics and history https://www.bildungsverlag-leemberger.at/index_bvl.php?aid=2
In which chapter(s)/context did you find the topic? (e.g. „Minorities“ in the Chapter „Human Rights“) (Contextualisation)	N/A
What are the chapters before and after this chapter? (Contextualisation)	N/A
How long is the chapter? How many paragraphs or lines deal with the specific topic within the chapter? (Priority of the topic)	N/A
Other comments	N/A

2. Description of the content

Please translate the relevant paragraphs (add page number)	N/A
From what perspective is the text written? Are there alternative perspectives - quotes from persons concerned? Expert opinions? Please describe. (Multiperspectivity)	N/A

Does the text bring up the perspective of other related countries, e.g. by quotations? (Transnationality)	N/A
Who are the actors in the text? How are they named? (Reference, representation)	N/A
Are there any illustrations related to the topic? What are they showing? (Contextualisation and perspective)	N/A
Does the text contain stereotypes or generalizations in language and illustrations? If yes, please describe. (Objectivity)	N/A
Are you missing any specific information about the topic?	N/A
Other comments	N/A

3. Pedagogical approach

Are there any pedagogical instructions / work tasks etc. that draw attention to the perspective of persons diversely concerned? (Multiperspectivity)	N/A
Are there any pedagogical instructions / work tasks etc. that draw attention to the perspective of persons from other countries concerned? (Transnationality)	N/A
Any research-based or artistic learning methods?	N/A
Other comments	N/A



BOOK 3

Book title or internet url: Graf, Margot; Halbbartschlager, Franz; Vogel-Waldhütter; Martina: **MEHRfach Geschichte**. 4. Klasse, Teil 1. Wissen und Verstehen. Veritas, 2020 (5. Auflage)

https://www.veritas.at/sbo/ebook/px/31210_1T/#page=2

Authors: Graf, Margot; Halbbartschlager, Franz; Vogel-Waldhütter; Martina

Year of publication: 2014 (1.Auflage), 2020 (5. Auflage)

Publisher: Veritas Verlag

Does the book cover the specific topic of the project partner? (yes/no): no

1. Description of the context

<p>What could you find out about the publisher – private or state? (Transparency about the publisher’s mandate)</p>	<p>The VERITAS Verlags- und Handelsges. m. b. H & Co OG is an Austrian school book publisher based in Linz. The company was founded in 1945 by Karl Gruber - initially as a publisher for religious lower cases. In 1973 Veritas started its school book program. In 1982 the publishing house became part of the Oberösterreichischer Landesverlag group of companies. In 1996 the publishing house was spun off from the Landesverlag group and has been part of the German Franz Cornelsen educational group ever since. From the beginning, Veritas also participated in other companies: in 2006, the Viennese publishers Oldenbourg and Verlag für Geschichte und Politik were taken over.</p>
<p>Any information about the authors? (Transparency about the authors’ (historical) basic assumptions)</p>	<p>Margot Graf: Teaching degree for HS in German and visual education, training as a school librarian and reading didactic, qualified dyslexia trainer.</p> <p>Dr. Franz Halbbartschlager: Studied history and social studies, geography and economics, teacher for History, Political Education, Geography, head of the education department of the NGO Südwind Agency (since 2001), member of the BMUKK’s global learning strategy group; numerous international school projects on global learning.</p> <p>Martina Vogel-Waldhütter: Teacher training for HS / PS in M, GW, GZ and vocational orientation, management of district-internal teacher training events, management of events of the ARGE MAM (Math./Applied Math) of the human education schools in Vienna.</p>
<p>In which chapter(s)/context did you find the topic? (e.g. „Minorities“ in the</p>	<p>N/A</p>



Chapter „Human Rights“) (Contextualisation)	
What are the chapters before and after this chapter? (Contextualisation)	N/A
How long is the chapter? How many paragraphs or lines deal with the specific topic within the chapter? (Priority of the topic)	N/A
Other comments	

2. Description of the content

Please translate the relevant paragraphs (add page number)	N/A
From what perspective is the text written? Are there alternative perspectives - quotes from persons concerned? Expert opinions? Please describe. (Multiperspectivity)	N/A
Does the text bring up the perspective of other related countries, e.g. by quotations? (Transnationality)	N/A
Who are the actors in the text? How are they named? (Reference, representation)	N/A
Are there any illustrations related to the topic? What are they showing? (Contextualisation and perspective)	N/A
Does the text contain stereotypes or generalizations in language and illustrations? If yes, please describe. (Objectivity)	N/A
Are you missing any specific information about the topic?	N/A
Other comments	



3. Pedagogical approach

Are there any pedagogical instructions / work tasks etc. that draw attention to the perspective of persons diversely concerned? (Multiperspectivity)	N/A
Are there any pedagogical instructions / work tasks etc. that draw attention to the perspective of persons from other countries concerned? (Transnationality)	N/A
Any research-based or artistic learning methods?	N/A
Other comments	

