

1. Record Nr.	UNINA9910975301203321
Titolo	The textbook as discourse : sociocultural dimensions of American schoolbooks // edited by Eugene F. Provenzo, Jr., Annis N. Shaver, Manuel Bello
Pubbl/distr/stampa	New York : , : Routledge, , 2011
ISBN	1-136-86063-0 1-136-86064-9 1-283-04248-7 9786613042484 0-203-83602-2
Edizione	[1st ed.]
Descrizione fisica	1 online resource (356 p.)
Altri autori (Persone)	BelloManuel ProvenzoEugene F ShaverAnnis N
Disciplina	371.3/20973 371.320973
Soggetti	Textbooks - United States Textbooks - Social aspects - United States United States USA
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Preface; Acknowledgments; Chapter 1 Introduction; Part 1 Studies of American Textbooks and Their Content from the Late Eighteenth, Nineteenth, and Early Twentieth Centuries; Chapter 2 Education and the Iconography of the Republic: Patriotic Symbolism in the Frontispieces of Eighteenth- and Nineteenth- Century American Textbooks; Chapter 3 Values Expressed in American Children's Readers: 1800-1950; Chapter 4 Images of Women in Textbooks 1880-1920; Chapter 5 Catholic Textbooks and Cultural Legitimacy, 1840-1935 Chapter 6 The Discourse of Americanization Textbooks: 1914-1924Chapter 7 Textbooks and Reconstruction; Chapter 8 The Lingering

Impact of the Scopes Trial on High School Biology Textbooks; Part 2 Ideology, Race, Ethnicity, Socio- Economic Status, Gender, Disability, and Religion in Twentieth- Century American Textbooks; Chapter 9 Ideology and United States History Textbooks; Chapter 10 The Representation of Christopher Columbus in High School History Textbooks: A Content Analysis; Chapter 11 Don Juan and Rebels under Palm Trees: Depictions of Latin Americans in US History Textbooks Chapter 12 Race, Class, Gender, and Disability in Current Textbooks Chapter 13 Brown-ing the American Textbook: History, Psychology, and the Origins of Modern Multiculturalism; Chapter 14 Making Dick and Jane: Historical Genesis of the Modern Basal Reader; Chapter 15 Harold Rugg vs. Horatio Alger: Social Class and Economic Opportunity, 1930-1960; Chapter 16 Textbook Content and Religious Fundamentalism; Bibliography; Index

Sommario/riassunto

"The central assumption of The Textbook as Discourse is this: Interpreted in the flow of history, textbooks can provide important insights into the nature and meaning of a culture and the social and political discourses in which it is engaged. This book is about the social, political and cultural content of elementary and secondary textbooks in American education. It focuses on the nature of the discourses--the content and context--that represent what is included in textbooks. The term "discourse" provides the conceptual framework for the book, drawing on the work of the French social theorist Michel Foucault. The volume includes classic articles and book chapters as well as three original chapters written by the editors. To enhance its usefulness as a course text, each chapter includes an Overview, Key Concepts, and Questions for Reflection"--
