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Racism in the teaching of 'development' in German secondary school textbooks

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METHODS

- Post-colonial theory
- Critical discourse analysis of texts and imagery (Wodak/Meyer 2009)
- 12 German textbooks commonly used in secondary school, published as of 2000 and cover the issue of 'development'
- Social science, geography, politics

WHAT IS RACISM?

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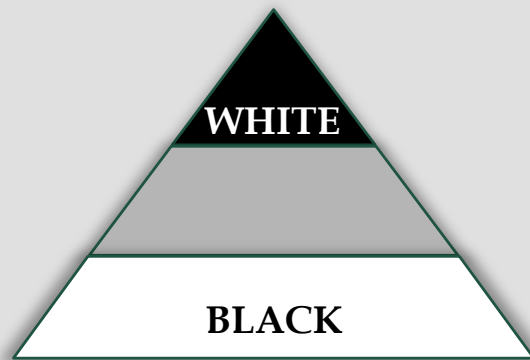
“The idea of 'Race' developed as a way of explaining the persistence of social divisions in a society that had a deep-set belief in equality”.

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- Modern racism was conceived in the 18th century Europe, during the age of Enlightenment as a legitimization of colonialism and enslavement

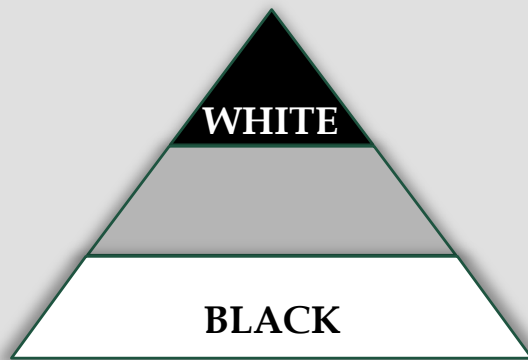
FUNDAMENTAL IDEAS

HIERARCHY OF RACES (KANT)

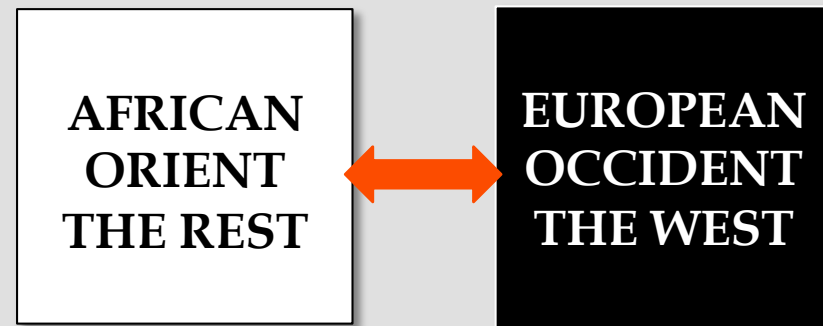


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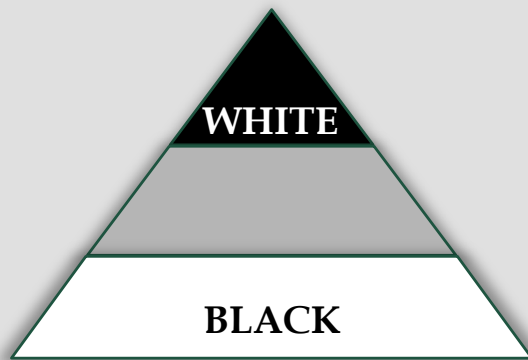


ANTITHESIS (HEGEL)

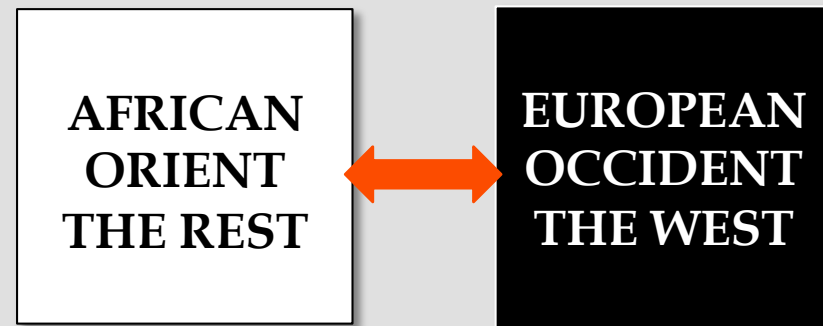


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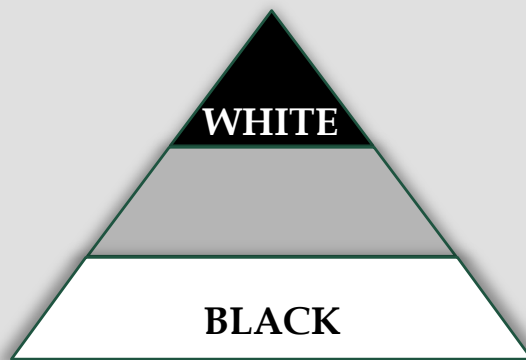


DEVOID OF HISTORY (HEGEL)

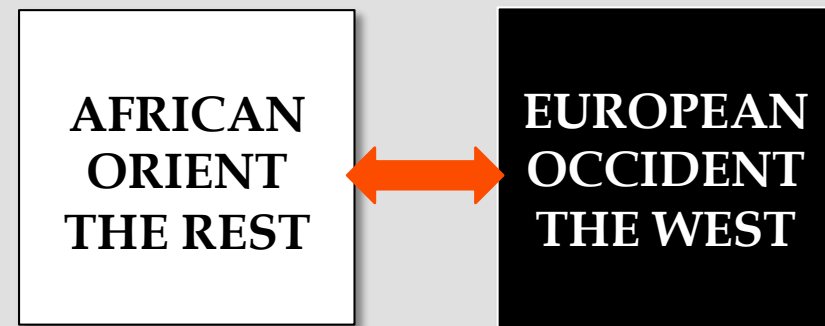


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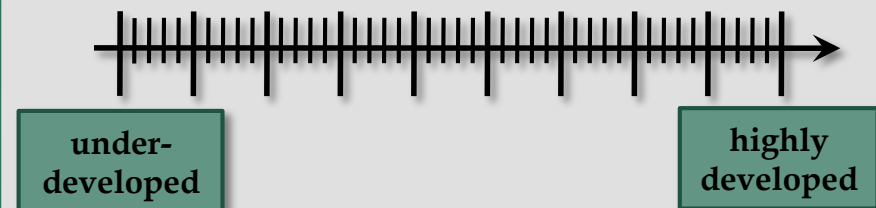
ANTITHESIS (HEGEL)



DEVOID OF HISTORY (HEGEL)



NARRATIVE OF MODERNITY



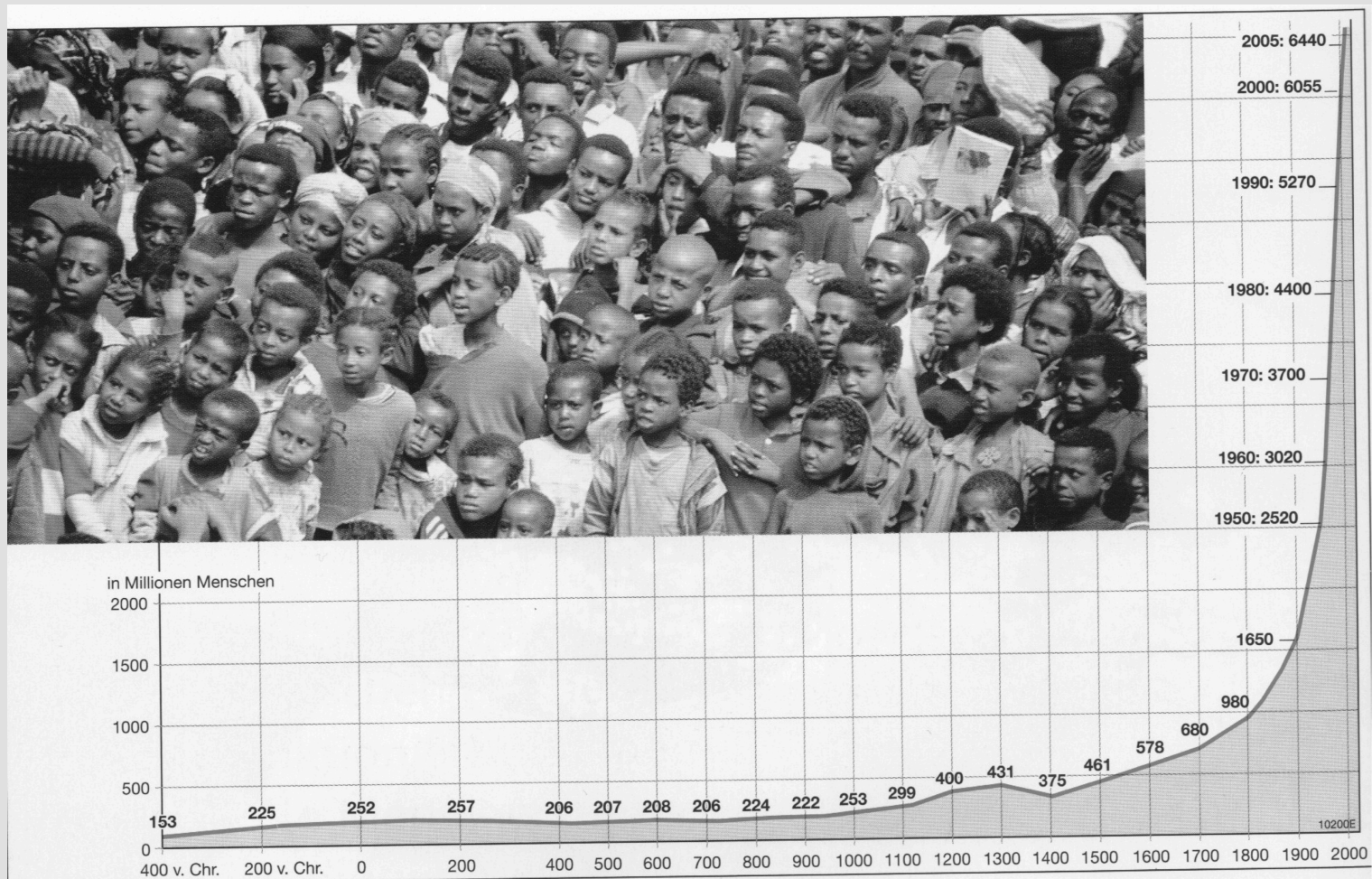
RACISM AND EDUCATION

- “Kinderbuchdebatte” once again vividly demonstrated how deeply racism is rooted in mainstream German society
- YouGov: 70% of participants object to the intended changes of offensive colonial wording in some popular children’s books (<http://yougov.de>)
- *Die Zeit*: the objection is positively correlated with the educational status
- German and international studies show that racist content is still prevalent in textbooks at all school levels and in various topics (socsci, history, biology, music etc.)

‘DEVELOPMENT’

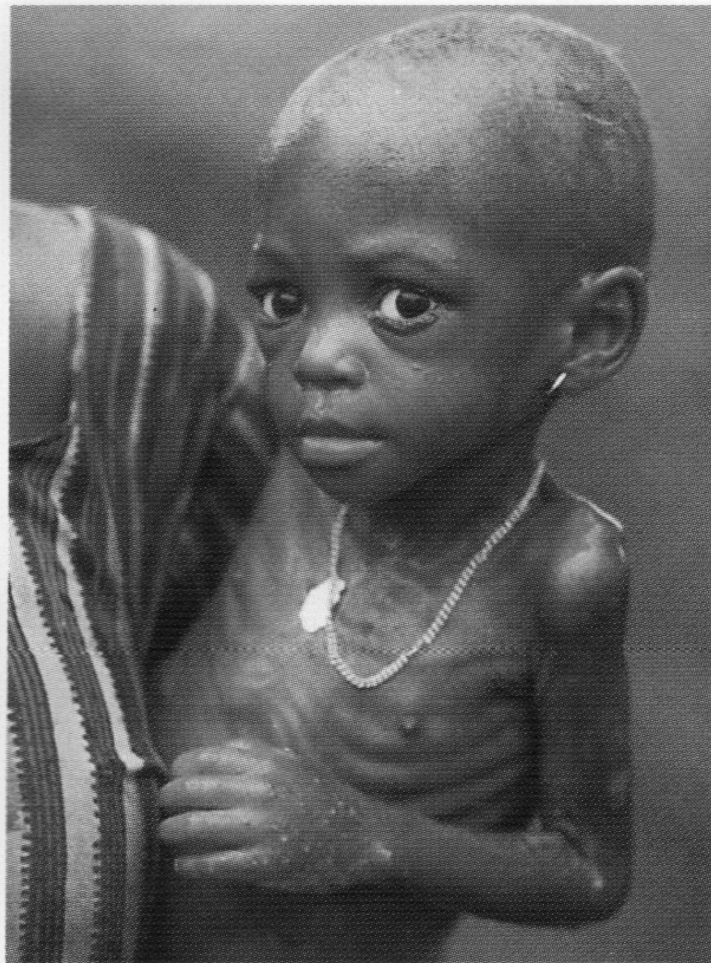
- ‘Development’ is the key term for describing and explaining global inequality
- ‘Developing countries’ implicitly juxtaposed with ‘developed countries’, and therefore clearly refer to a universal scale of ‘development’
- ‘Developed countries’ are also referred to as ‘industrialized countries’, indicating that ‘development’ and ‘industrialization’ are synonymous

POPULATION GROWTH



Schroedel, Stark in Gesellschaftslehre, 2008

HUNGER AND POVERTY



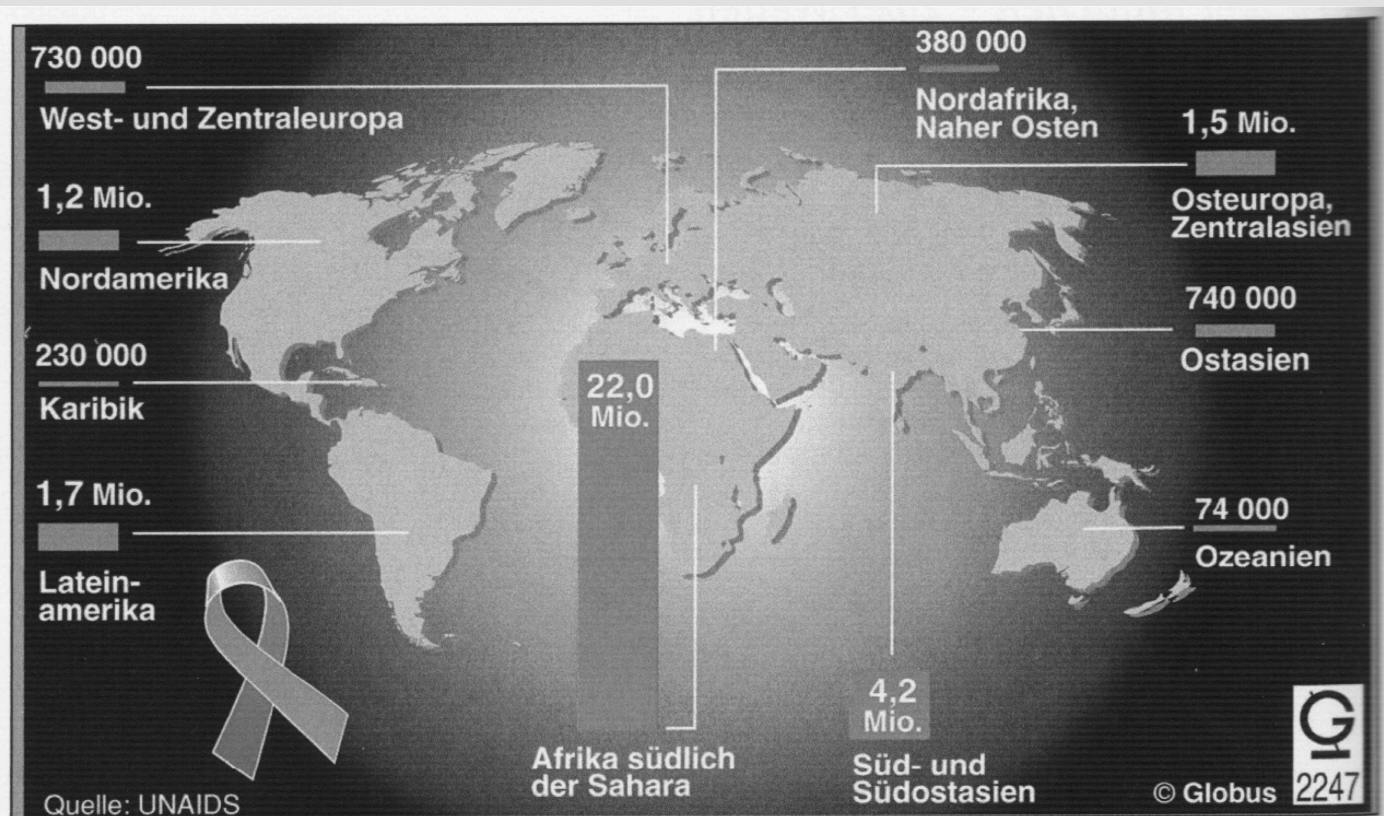
M1 *Unterernährtes Kind*



M7 *Überernährte Menschen*

Westermann, Heimat und Welt, 2005

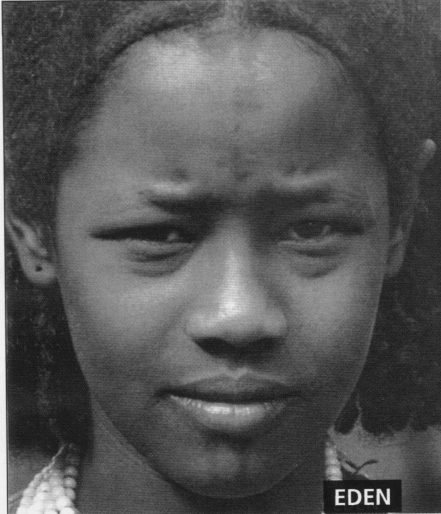

AIDS



M2 HIV-Infizierte nach Regionen 2009

Westermann, Gesellschaft Bewusst, 2011

WOMEN

	
EDÉN	JULIA
<p>lebt in Äthiopien und ist eines von sieben Kindern. <u>Ihr Alter: 13 Jahre</u> Sie kann nicht lesen. Eine Schule hat sie nie besucht. Seit ihre Eltern an Aids gestorben sind, versorgt sie ihre jüngeren Geschwister. <u>Ihr Alter: 17 Jahre</u> Edén heiratet und bekommt ihr erstes Kind. Über Familienplanung weiß sie kaum etwas. <u>Ihr Alter: 19 Jahre</u> Ihr zweites Kind stirbt. <u>Ihr Alter: 28 Jahre</u> Während ihrer fünften Schwangerschaft treten schwere Komplikationen auf. <u>Ihr Alter: 33 Jahre</u> Nach der Geburt ihres siebten Kindes hat sie zum ersten Mal die Möglichkeit, Verhütungsmittel in Anspruch zu nehmen. Sie bekommt keine weiteren Kinder mehr. <u>Ihr Alter: 36 Jahre</u> Edén wird Großmutter. <u>Ihr Alter: 47 Jahre</u> Edén stirbt.</p>	<p>lebt in Deutschland und ist das jüngste von zwei Kindern. <u>Ihr Alter: 13 Jahre</u> Sie kann lesen und schreiben. Sexuaufklärung ist Thema im Unterricht. <u>Ihr Alter: 17 Jahre</u> Julia geht noch zur Schule. Sie weiß, wie sie eine Schwangerschaft verhütet. <u>Ihr Alter: 19 Jahre</u> Sie beginnt eine Ausbildung und startet ins Berufsleben. <u>Ihr Alter: 28 Jahre</u> Julia heiratet und wünscht sich zwei Kinder. <u>Ihr Alter: 33 Jahre</u> Sie hat zwei Kinder. Ihre Familie ist jetzt komplett. <u>Ihr Alter: 36 Jahre</u> Julia beginnt, wieder in ihrem Beruf zu arbeiten. <u>Ihr Alter: 61 Jahre</u> Julia wird Großmutter. <u>Ihr Alter: 82 Jahre</u> Julia stirbt.</p>

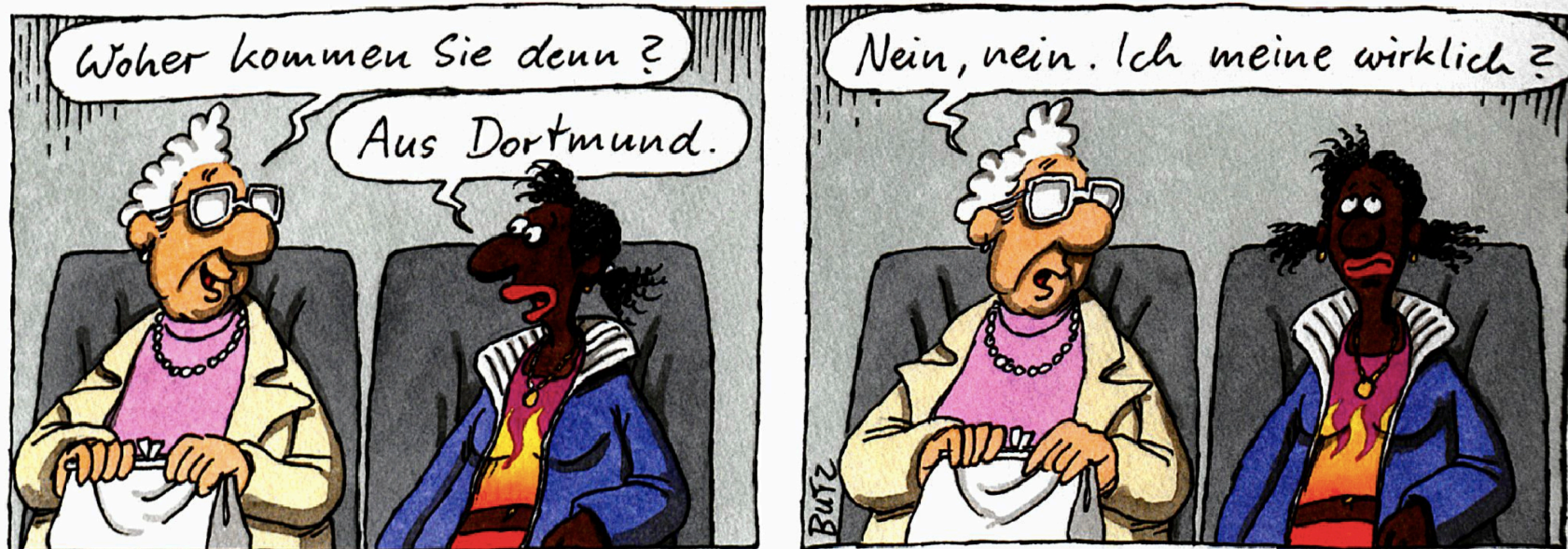
Schroedel, Stark in Gesellschaftslehre, 2008

COLONIALISM



M3 *Behandlung von Schlafkranken in Afrika um 1920*

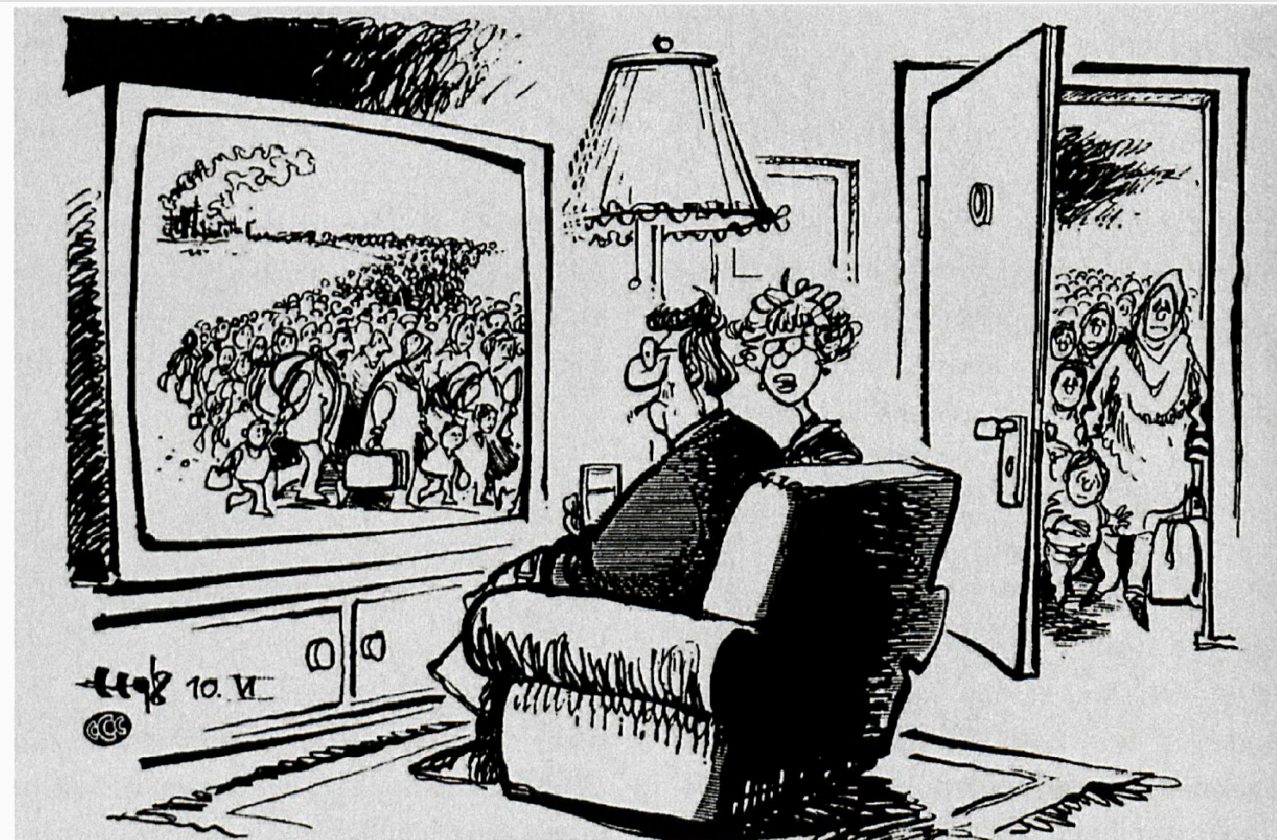
RACISM



1 Beispiel Maria aus Dortmund

Klett, Terra Geographie 9/10, 2011

DEVELOPMENT AID



1 „Was geht das eigentlich uns an?“

Klett, Terra Geographie 9/10, 2011

CONSLUSIONS

- Implicit racial hierarchy in the hypersexual, patriarchal and backward culture attributed to Africans, as well as in the portrayal of non-White babies as threatening the survival of the planet; live in Africa hierarchically downgraded as hardly worth living
- Antithetical juxtaposition of educated, enlightened Whites and ignorant non-Whites
- The myth of the 'peoples without history' in the absence of any reference to pre-colonial history outside Europe and in the idea that progress was introduced by colonialism

CONCLUSIONS

- Narrative of 'development' and modernity explaining global inequality through individual countries' backwardness and internal factors such as lack of education and productivity
- Discussion on racism as an ideology that legitimates the system of global inequality is absent from the books. Students are not taught to expose, analyze and resist racist contents
- In some of the books critical facts and discussions are included. However, these contributions are not conceptualized and fall short of discussing racism in the dominant worldview

RECOMMENDATIONS

- Expose the dominant perspective in the discourse on 'development' and the representation of the South
- Serious engagement with the 'disguised' racism is an urgent and pressing requirement for German schoolbooks
- Authors need to pay attention to the target group – who are “we”? Native Germans? White people? This is no longer reality in a 21 century German classroom

THANK YOU

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