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Internationale Gesellschaft für historische und
systematische Schulbuch- und Bildungsmedienforschung e.V.
International Society for Historical and Systematic
Research on Textbooks and Educational Media e.V.

Laudation
on the Occasion of the Award of the
Arsen-Djurović-Prize for Historical Research on Textbooks
to Dr. Kira Mahamud Angulo for
the following publications from the years 2014, 2016 und 2017:

- 1) Contexts, Texts, and Representativeness: a Methodological Approach to School Textbooks Research. In: Knecht, Petr/Matthes, Eva/Schütze, Sylvia/Aamotsbakken, Bente (Eds.): *Methodologie und Methoden der Schulbuch- und Lehrmittelforschung / Methodology and Methods of Research on Textbooks and Educational Media*. Bad Heilbrunn: Klinkhardt 2014, pp. 31–49.
- 2) Emotional Indoctrination through Sentimental Narrative in Spanish Primary Education Textbooks during the Franco Dictatorship (1939–1959). In: *History of Education. Journal of the History of Education Society* 45 (2016), Issue 5, pp. 653–678.
- 3) Teaching Economics with Spanish Primary School Textbooks during the Franco Dictatorship and the Transition to Democracy (1962–1982) (with Yovana Hernández Laina). In: *Journal of Educational Media, Memory, and Society* 9 (2017), pp. 71–99.

Dr. Kira Mahamud is Lecturer at the Department of Historical and Comparative Educational Science at the Faculty for Educational Science at the Universidad Nacional de Educación a Distancia (Distance University) in Madrid, affiliated to which is MANES, a Research Center for Instructional Educational Media. Kira Mahamud's main fields of research are history of education with a focus on the time of the Franco Regime and the transition to democracy, but also studies regarding culture, language, emotion, educational politics, and gender. In the field of research on educational media her focus lies on primers, here also especially from the Franco period, and on the role of educational media in phases of transition from dictatorship to democracy.

In her doctoral thesis from the year 2012,¹ Kira Mahamud Angulo dealt with the emotional content of textbooks for primary schools in the first phase of the Franco Dictatorship (1939–1959); she showed by which means the textbook authors – more or less subtly – tried to convince the pupils of the solicitousness and the singularity of Franco and his regime. Thus, the children were seduced and became seemingly voluntary followers of the system.

¹ *Adoctrinamiento emocional y socialización política en el primer Franquismo (1939–1959): emociones y sentimientos en los manuales escolares de enseñanza primaria [Emotional Indoctrination and Political Socialization in the First Phase of the Franco Dictatorship (1939–1959). Emotions and Sentiments in Textbooks for Primary Schools]*. Madrid: Universidad Nacional de Educación a Distancia 2012.

Kira Mahamud has pursued this issue in further publications and has also taken it as a starting point for substantial methodological reflections. From this resulted the following relevant text, which is the first one on which the decision for the award draws upon:

„Contexts, Textual Units, and Representativeness“ (2014) gives a multifaceted survey of methodological approaches for multi-perspective textbook analyses. Using the example of her own research Kira Mahamud conveys an exemplary, but nevertheless generalizable overview of essential and indispensable research approaches. To this end, she differentiates between perspectives “from the outside” and “from the inside”: On the one hand, it is about contextualization – with regard to production, use, and impact –, and on the other hand, it is about the textbook itself as macro-text with multimodal units, with their relevant special languages, and the discourses and narratives within. Thus, Kira Mahamud opens a wide spectrum of inter- and intra-textual research aspects and issues. In view of this task, she finally asks how representativeness can be achieved – with regard to the contextualizing sources as well as with regard to the research corpus itself.

As second text, the article “Emotional Indoctrination ...” (2016) stands in the focus of the award, which updates results from Kira Mahamud’s doctoral thesis from 2012, mentioned above, and which highlights the prominence and relevance attached by the Franco dictatorial regime to emotions and sentiments in primary education textbooks. The authors of school textbooks employed a singular writing style, which enabled them to permeate the regime’s ideology within the primary education community and classroom. Overcoming the censorship of their textbooks lent the authors a measure of authority derived from the government, increasing the schoolbook’s relevance as the instructional resource par excellence. The sentimental narrative, reinforced by figurative, pseudo-poetic language and precise instructions on how and what to feel, represents prescriptive texts and reveals the objective of emotionally homogenizing and indoctrinating the children in order to socialize them politically and religiously, molding their socio-political self and identity within the pattern established.

The third text for the Prize, “Teaching Economics ...” (2017), leads into the middle of Kira Mahamud’s actual and important research, regarding the change of content and design of textbooks in the context of socio-political transformation processes, especially the transition from dictatorial to democratic systems, and here concretely: the transition from the Franco Dictatorship to democracy. Based on the assumption that the field of economics serves as a central basis of legitimation for political systems, the article looks into 23 textbooks for Social Studies and reading books for students at the age of 11 to 14, and examines the depiction of the economical situation and the challenges for the country, beginning in the 1940s with a focus from the 1960s to the 1980s. According to her methodological principles, which have already been mentioned with regard to her first contribution, Mahamud – together with her co-author Yovana Hernández Laina – resorts to further sources in order to contextualize the analyzed textbooks, among them educational directives, economic development plans, and pedagogical journals. Furthermore, the relevant texts and figures in the wisely selected textbooks are studied with regard to intertextual and intratextual references. The results show the developments in the Franco era and at its end, with an increasing depiction of economic issues at the end of the dictatorship and during the transition to democracy; they are characterized by an optimistic way of presentation, omitting all problems and emphasizing stories of success. This shows continuity; however, in a few textbooks from the democratic Spain, one finds also critical texts, sources, and assignments, which expound the fundamental problems of the capitalist economic system.

Kira Mahamud's intense, multi-dimensional research regarding primers in the Franco Regime, her dealing with the neglected topic of the procurement of emotions, and her related inclusion of linguistic aspects for the research on textbooks, her interest in democratic transformations of dictatorial and autocratic systems, and the role of educational media in this context, and – last but not least – her substantial methodological considerations, which she has applied in her own research and which enhance the scientific quality and thus the reputation of textbook research in the scientific community, have persuaded the jury

to award

the Arsen-Djurović-Prize for Historical Research on Textbooks

in 2017 to

Dr. Kira Mahamud Angulo.