Social studies and history textbooks have been the subject of a significant amount of scholarly research. With this in mind, the research conducted in this study sought to assess world history textbooks more broadly, looking at how these texts organize and sequence information and how much coverage they devote to various topics.

One of these connections addresses the issue of “National Holidays,” and the text uses a discussion of the origins and legacy of Bastille Day to discuss similar occurrences in Latin America and Africa. World History: The Human Experience divides its chapters into nine “units,” each of which begins with a discussion called “The Spread of Ideas,” which highlights how concepts that originate.

This article traces the developments within history textbook research as presented at the 2009 conference of the International Society for History Didactics (ISHD), held in cooperation with the Georg Eckert Institute for International Textbook Research in Braunschweig, Germany. The article claims that significant developments reveal school historiography to be a challenged area for history didactics. Key concepts and theoretical frames require further discussion in order to develop history didactics not only as an area for social and political responsibilities but also as a theoretical discipline.