



Women textbooks authors and women's literary history

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Abstract: Does the place and status of female authors in the study of literary history in schools depend on whether this history has been written by men or women? This article looks at a corpus of schoolbooks for pupils aged fifteen to eighteen from the 1980s to the 2020s, periodized by decade. The analysis shows how in educational culture, issues of gender difference have long been sidelined by the prevailing norms and ways of thinking, before revealing a slight shift that must, however, be examined with caution.

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