One of the more important global issues in the contemporary world is the troubled relationship between the Islamic Republic of Iran and the United States. It seems natural that as a result, the issue of Iranian-American relations since the second half of the twentieth century would be covered and discussed extensively in the high school and university textbooks used in the two countries. It is beneficial to determine the nature of the representation of the ‘other’ in the textbooks of each country, especially as what is presented as truth is often viewed as a distortion of historical reality and ideologically loaded rather than being faithful to the original. This runs against the expectation of History to be a field where facts and evidence necessarily have the final say. The issue at stake is not simply about simplification or emphasis, which are inevitable, but rather distortion or the emphasis of certain elements and the de-emphasis of others. Major crimes and injustices can often be justified by emphasizing certain elements and deemphasizing others, if they are at all represented. In this paper, an attempt will be made to determine if there is a regular absence of American perspectives in Iranian textbooks or whether these history textbooks are balanced and make adequate references to American sources. The paper will also attempt to compare the findings to the numerous comments made on the content of Iranian textbooks by western sources. In addition the paper will briefly compare the findings regarding representations of the United States in these texts with previous findings on representations of Iran and Iranians in US textbooks presented in CASAR’s third international conference.