

# Miseducating Americans

Distortions of Historical Understanding



Richard F. Hamilton

# Miseducating Americans Distortions Of Historical Understanding

**Gossie Harold Hudson**



## **Miseducating Americans Distortions Of Historical Understanding:**

*Miseducating Americans* Richard F. Hamilton, 2017-09-08 In *Miseducating Americans* Richard F Hamilton examines accounts of American history appearing in textbooks and popular accounts and compares these with the reports contained in scholarly monographs The task to determine how certain myths and misconstructions became accepted as recorded history Hamilton provides much needed correction of those misleading accounts Was America historically the land of the free Not if you take into account slavery discrimination and post Civil War segregation policies Was America in the late nineteenth century truly expansionist as American textbooks imply or did it actually capitalize on unexpected political and economic opportunities like Russia's desire to rid itself of Alaska Was the acquisition of the Philippines a zealous profit seeking effort aiming for the China market or the fortuitous consequences of a move against Spain during the Spanish American War *Miseducating Americans* debunks many commonly accepted explanations of historical facts It contends that many accounts are oversimplifications and some are one sided depictions of virtue Hamilton traces the sources of these misconstructions which mostly come from history textbooks written by authors aiming for popular audiences He then offers explanations as to how and why the inaccuracies have been repeated and passed on

**History and Hope in American Literature** Benjamin Railton, 2016-11-10 Throughout history creative writers have often tackled topical subjects as a means to engage and influence public discourse American authors those born in the States and those who became naturalized citizens have consistently found ways to be critical of the more painful pieces of the country's past yet have done so with the patriotic purpose of strengthening the nation's community and future In *History and Hope in American Literature* Models of Critical Patriotism Ben Railton argues that it is only through an in depth engagement with history especially its darkest and most agonizing elements that one can come to a genuine form of patriotism that employs constructive criticism as a tool for civic engagement The author argues that it is through such critical patriotism that one can imagine and move toward a hopeful shared future for all Americans Railton highlights twelve works of American literature that focus on troubling periods in American history including John Steinbeck's *The Grapes of Wrath* David Bradley's *The Chaneysville Incident* Louise Erdrich's *Love Medicine* Tony Kushner's *Angels in America* Junot Diaz's *The Brief Wondrous Life of Oscar Wao* and Dave Eggers's *What Is the What* From African and Native American histories to the Depression and the AIDS epidemic Caribbean and Rwandan refugees and immigrants to global climate change these works help readers confront understand and transcend the most sorrowful histories and issues In so doing the authors of these books offer hard won hope that can help point people in the direction of a more perfect union *History and Hope in American Literature* will be of interest to students and practitioners of American literature and history

**Race and the American Story** Stephanie Shonekan, Adam Seagrave, 2024 I didn't know I was Black until I came to the United States The journey to my personal understanding of Blackness has been long and rife with pain and passion excitement and exasperation The fact that the facets of my identity

seem to stretch across the Diaspora Equatorial Guinea Nigeria Trinidad and Tobago and the United States means that this journey has not been straightforward It has been treacherous with many frustrating moments when I was not sure how much lower my self esteem could go But it has also been exceedingly rewarding as I stumbled upon new paths to convert each disappointment into an opportunity to grow and become more confident in who I was Sometimes that has meant becoming overzealous in my own self affirmation the tone of my voice taking on a sharper edge as I explained to others why pride in Blackness was a requisite characteristic of any kind of Black progress But I justify that stridence by thinking of the dearth of encouragement from sources that are not bothered by the profundity of Blackness including the educational system popular culture and mainstream media The bitterness that comes with the construction of race as a state of being and the making of racism as a behavior and attitude can be tasted potently in the New World It takes a fundamental encounter with whiteness for one to truly appreciate the meaning of Blackness However a picture of tribalism and ethnic tensions is vividly displayed in the midst of Blackness in the heart of Africa So my story has been a two pronged journey through tribalism and racism

**The Patchwork of World History in Texas High Schools** Stephen Jackson, 2022-11-30 This book traces the historical development of the World History course as it has been taught in high school classrooms in Texas a populous and nationally influential state over the last hundred years Arguing that the course is a result of a patchwork of competing groups and ideas that have intersected over the past century with each new framework patched over but never completely erased or replaced the author crucially examines themes of imperialism Eurocentrism and nationalism in both textbooks and the curriculum more broadly The first part of the book presents an overview of the World History course supported by numerical analysis of textbook content and public documents while the second focuses on the depiction of non Western peoples and persistent narratives of Eurocentrism and nationalism It ultimately offers that a more global accurate and balanced curriculum is possible despite the tension between the ideas of professional world historians who often de center the nation state in their quest for a truly global approach to the subject and the historical core rationale of state sponsored education in the United States to produce loyal citizens Offering a new conceptual understanding of how colonial themes in World History curriculum have been dealt with in the past and are now engaged with in contemporary times it provides essential context for scholars and educators with interests in the history of education curriculum studies and the teaching of World History in the United States

**The Miseducation of the West** Joe Kincheloe, Shirley R. Steinberg, 2004-06-30 The Miseducation of the West examines the ways in which educational institutions such as media and schools have shaped Western views of Islam The nature of these messages tells readers as much if not more about Western self images as they do about Islam and Islamic peoples Quickly emerging is a Western perspective on the other Westerners found easy justification for the colonial conquest of many Islamic lands In the 18th 19th and early 20th centuries England France and to a lesser extent Russia colonized much of the Mulsim world with the United States entering the picture after World War II Economic colonialization the oil business

interference with various governments and the way these events and people are represented in the formal curriculum of schools and the informal curriculum of the media are central dimensions of this work. The contemporary expression of these stories involve the Bush administration's and its conservative allies' efforts to teach the nation about the true meaning of 9/11 and Islamic terrorism. In various reports, conservative organizations with close ties to the Bush White House present forceful views of what historical concepts should be taught in U.S. schools. As Joe L. Kincheloe states in his thoughtful introduction, these efforts represent a return to a 1954 view of America as the bearer of the democratic torch to the anti-democratic forces of the world. A critical education must counter such tendencies and work to conceptualize 9/11 in a variety of contexts. The essayists in this book write with different voices from diverse viewpoints contributing to a discussion that will not end for years to come.

**Stereotypes, Distortions and Omissions in U.S. History Textbooks**, 1977 *Critical Perspectives on Historical and Contemporary Issues about Africa and Black America* Tunde Adeleke, 2004

Adeleke's history and African American studies at the University of Montana presents eight essays that challenge the monolithic view of the historical experiences and cultural identities of Africans and the Black Diaspora. Historical essays examine the impact of African ways on blacks and whites in the early American experience, the emergence of the Back to Africa movement, and the role of the Black Church. **Black History and Black Identity** William D. Wright, 2002-02-28. This study contends that historians and intellectuals failed to understand the difference between race and ethnicity which has in turn impaired their ability to understand who Black people are in America. The author argues that Black Americans are to be distinguished from other categories of black people in the country: black Africans, West Indians, or Hispanics. While Black people are members of the black race as are other groups of people, they are a distinct ethnic group of that race. This conceptual failure has hampered the ability of historians to define Black experience in America and to study it in the most accurate, authentic, and realistic manner possible. This confusing situation is aggravated further by the fact that many scholars tend to describe Black people in an arbitrary manner as Africans, African Americans, Afro Americans, black, or Black, which is insufficient for precision. They sometimes downplay the historical evidence regarding African identity and the identity of Blacks in America. Wright offers a new methodological basis for undertaking Black history, namely the framework of historical sociology. He argues that this approach will produce a more useful history for Black people and others in America.

**Adolescent Behavior** Elizabeth Aries, 2001. *Adolescent Behavior: Readings and Interpretations* comprises a varied, carefully chosen collection of writings by psychologists, historians, anthropologists, sociologists, psychoanalysts, and adolescents themselves to provide an in-depth understanding of the important developmental transition from childhood to adulthood. The readings range from theory to empirical research, from experimental to case studies, and from classic to contemporary writings. The background and interpretive essays by the editor aid the reader's understanding of adolescent behavior and the factors that shape it. Section One of the book explores adolescence in an historical and cross-cultural context. Sections Two through Six examine adolescent behavior as shaped by physiological maturation and cognitive growth.

by the struggle for identity and by the contexts provided by family peers school and work Section Seven examines three contemporary adolescent issues gangs and violence teenage pregnancy and eating disorders Section Eight explores the factors that mark the end of adolescence These readings challenge widely held beliefs concerning adolescent behavior Data and theories from the study of white middle class adolescents do not capture the scope of adolescent behavior in a socio economically and racially diverse multicultural society Adolescent behavior takes different forms today depending upon personal and demographic characteristics and social contextual factors     *Directory of Black Historians, Ph.D.'s and Others, 1975-1976* Gossie Harold Hudson,1975     **The History of Birth Control in the United States** Lenwood G. Davis,1975 192 references published in the United States during 1915 1975 Intended to help serious researchers locate additional sources Excludes journal articles includes bibliographies addresses essays lectures government documents congresses and books Arranged by authors under listed forms No index     **Malcolm X** James L. Conyers,Andrew P. Smallwood,2008 Much has been written on the life and work of Malcolm X one of the most important Black leaders of the twentieth century Editors Conyers and Smallwood have assembled an impressive array of contributors whose works reflect their expertise in the fields of history sociology social work religion literature labor and management and Africana studies The essays fuse social science humanistic and professional studies methods as they look at Malcolm X and his contributions in place space and time The objective of the essays is simple and straightforward First the book hopes to challenge scholars in Africana studies to re examine and re emphasize Africana leadership of the nineteenth and twentieth century Certainly the idea of this reclamation is critical to examining agency and sovereignty of African people Second the articles promote the implementation of Afrocentric meta theories in order to describe and evaluate Africana phenomena Lastly the contributions offer readers interdisciplinary tools for restoring connecting and retaining the cultural milieu of Africana accomplishments     *An Introduction to American Movies* Steven C. Earley,1978     *Explorations in Ethnic Studies* ,1989     **Breaking the Spirit of the American Black Male** Scott A. Bradley,1994 A psychological study of the black male and his world around him     **Political Affairs** ,1969 A theoretical and political magazine of scientific socialism     *The Miseducation of the Filipino* Renato Constantino,1987     *Ken Burns's The Civil War* Robert Brent Toplin,1996 Ken Burns s documentary The Civil War made television history breaking all viewing records for a PBS series Indeed forty million people saw it more than the populations of the Union and the Confederacy combined Newsweek praised it as a stunning television documentary For a generation of Americans this documentary is the Civil War Yet many professional historians criticized it sharply for ignoring the roles of minorities pointing to a lack of women and of blacks throughout a disregard for the aftermath of the war particularly its legacy to race relations a conventional emphasis on military history rather than social history and uneven coverage of the military campaigns that gave short shrift to the bloody Western front Ken Burns s The Civil War brings together detractors supporters and Ken Burns himself in a volume that will inspire readers to look again at this stunning

documentary at the way television shows history and at the Civil War itself Some contributors are sharply critical In *Noble Women as Well* Catherine Clinton describes the experiences of women during the war disguised as soldiers working as nurses in makeshift hospitals or besieged in caves by enemy armies saying that Burns ignores these stories completely Eric Foner and Leon Litwack are even more scathing saying that the series distorts the legacy of the war by focusing on the preservation of the union ignoring the importance the institution of slavery had to those who fought the war and neglecting the experiences of blacks both during and after the war out of 28 people whose postwar careers are mentioned only two blacks both men are included Faced with the choice between historical illumination or nostalgia Burns consistently opts for nostalgia Foner writes In response C Vann Woodward who served as an advisor to the series and Ken Burns himself describe their painstaking efforts to develop a sophisticated interpretation of history in *The Civil War* In the process they explore the question of whether art can or should substitute for history Is the purpose of a documentary such as *The Civil War* to inform or to entertain And what happens when the desire to entertain gets in the way of historical accuracy The answer according to Woodward is that the unique power and responsibility of art is to bring the past to life not to engage in historical polemics Ken Burns's own response is a defense of his art that is as well crafted as the series itself He discusses the unique limitations of television unlike written history for example television documentaries require specific identifiable visual images limiting the coverage of subjects with little pictorial documentation Geoffrey C Ward the series writer defends their choices of interpretation and coverage in the series and pleads eloquently for greater cooperation between filmmakers and historians And Burns praises the power of television to move inform and educate pointing to its unique responsibility in an age where Americans receive more and more of their information through television and film *The Civil War* sparked emotions curiosity debate and a desire to learn more about this bloody crossroads in American history Ken Burns's *The Civil War* is for anyone who was intrigued and touched by that monumental series and by the even more monumental war that it illuminated

*Islamic Civilization* S. M. Ghazanfar, 2006-03-30 Review *Islamic Civilization* History Contributions and Influence A Compendium of Literature is a window to literature pertaining to Islamic history and Islam's contributions to knowledge and its influence in medieval Europe The book is unique in that it presents more than mere annotations it is a collection of literature briefs detailed and focused descriptions of each of the more than six hundred books and articles covered In the post 9 11 environment there has been a surge of interest regarding all things Islamic While much of the new literature is refreshingly positive some works demonstrate a revival of centuries old misconceptions about the Islamic world *Islamic Civilization* examines that dichotomy through literature that the author has accumulated over the past twenty years in connection with other research endeavors concerning early Islamic social thought thus most references have a social science humanities orientation Students research scholars and professionals will find this bibliography full of useful resources and a stimulus for further reading **BOOK JACKET      Transatlantic Encounters: Multiculturalism, national identity, and the**

**uses of the past** David Keith Adams, Maurizio Vaudagna, Günter H. Lenz, Peter J. Ling, 2000 Discussions about fundamental historical events of the past century have invaded the public domain Public opinion and policy makers ask framers of the public image of the past to provide guidance reassurance and legitimisation Increasing social heterogeneity and cultural difference force us to revise our traditional concepts of culture and examine the public social and pedagogical implications of multiculturalism in an explicitly comparative perspective This book explores how history has been used to support or oppose the political orders of our century as well as its great themes and how historians have dealt with issues of scholarly objectivity personal beliefs and public commitment



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