

Miseducating Americans

Distortions of Historical Understanding



Richard F. Hamilton

Miseducating Americans Distortions Of Historical Understanding

**Stephen Ferguson II, John McClendon
III**



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 is 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 Díaz'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.

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

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

Miseducation A. J. Angulo, 2016-04-01 A provocative collection that explores how intentional ignorance seeps into formal education Honorable Mention for the PROSE Education Theory Award of the Association of American Publishers Ignorance or the study of ignorance is having a moment Ignorance plays a powerful role in shaping public opinion channeling our politics and even directing scholarly research The first collection of essays to grapple with the historical interplay between education and ignorance Miseducation finds ignorance and its social production through na vet passivity and active agency at the center of many pivotal historical developments Ignorance allowed Americans to maintain the institution of slavery Nazis

to promote ideas of race that fomented genocide in the 1930s and tobacco companies to downplay the dangers of cigarettes Today ignorance enables some to deny the fossil record and others to ignore climate science A J Angulo brings together seventeen experts from across the scholarly spectrum to explore how intentional ignorance seeps into formal education Each chapter identifies education as a critical site for advancing our still limited understanding of what exactly ignorance is where it comes from and how it is diffused maintained and regulated in society Miseducation also challenges the notion that schools are ideally unimpeachable sites of knowledge production access and equity By investigating how laws myths national aspirations and global relations have recast and at times distorted the key purposes of education this pathbreaking book sheds light on the role of ignorance in shaping ideas public opinion and policy

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 Muslim 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

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 *Lies My Teacher Told Me* James W. Loewen, 2008 Criticizes the way history is presented in current textbooks and suggests a more accurate approach to teaching American history **Neocolonial identity and counter-consciousness** Renato Constantino, 2017-09-29 This title was first published in 1978 This book offers examples of the writings of Renato Constantino one of the Philippines most prolific essayists Editor Meszaros summarizes their unifying theme The colonial stranglehold on consciousness is the crucial factor through which the whole society is dominated The subversion of colonial consciousness through the development of a counter consciousness inevitably means also the end of colonial domination at all levels and in all spheres This collection includes thirteen essays the earliest written in 1958 and the latest in 1976 D.C. Public School System--status Update United States. Congress. House. Committee on the District of Columbia. Subcommittee on Judiciary and Education, 1991

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