



# Imperialism: An ERIC/ChESS Sample

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One of the greatest strengths of the database is the interdisciplinary nature of its inclusion. The selected documents below include coverage from fields as diverse as science, rhetoric, and journalism, as well as the more traditional social studies.

The "EJ" designation at the beginning of the record identifies the source as an educational journal. These are easily located in most academic libraries or are available through interlibrary loan. Those items preceded by an "ED" designation are also available in many libraries or copies may be ordered from the ERIC Document Reproduction Service (EDRS). For additional information, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852 or call (800) 443-3742 or e-mail edrs@inet.ed.gov.

The ERIC Clearinghouse on Social Studies/Social Science Education (ChESS) welcomes requests for searches regarding any aspect of social studies from lesson plans/instructional materials to research articles and/or general information. Please contact: Matthew Paris, ERIC Clearinghouse for Social Studies/ Social Science Education at (800) 266-3815 or e-mail mjparis@indiana.edu.

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EJ520818. "The Influence of Colonial Ideology on Schoolbooks in the Belgian Congo," by Honore Vinck Mbandaka. *Paedagogica Historica* 31 (Jun 1995): 355-405. This analysis of fifty textbooks used in the elementary schools of the former Belgian Congo reveals an overt attempt to propagate colonial ideology. Fundamental themes included the legitimacy of the colonization, denigration of the indig-

enous culture, and establishment of colonial authority. Three books, however, resisted this indoctrination, and one openly criticized the colonial regime.

EJ523744. "Government and African Control of Education in the Bechuanaland Protectorate, 1928-48," by P.T. Mgadla. *Educational Studies* 21 (Oct 1995): 337-60. Mgadla presents an in-depth portrait of the British government's educational policy in the Bechuanaland protectorate. The government systematized the primary school syllabus, regularized payment and training of teachers, and established cattle-post schools. However, blatant discrimination favored support of European schools over African and held little support for women's education.

EJ509748. "The Perversion of Empire: Edmund Burke and the Nature of Imperial Responsibility," by Jeff D. Bass. *Quarterly Journal of Speech* 81 (May 1995): 208-27. Using Edmund Burke's rhetorical denunciation of the East India Company in 1783, Bass proposes an alternative interpretation of imperial responsibility. He shows how Burke constructed a new understanding of imperial responsibility that stressed the need to protect foreign peoples from unscrupulous Britons instead of the traditional emphasis on racial superiority or paternalism.

EJ523731. "Teaching World History with 'Things Fall Apart,'" by Martha J. Feldmann. *Teaching History: A Journal of Methods* 20 (Fall 1995): 72-77. Feldmann recommends using Chinua Achebe's novel of the nineteenth-century conflict between African tribal culture and English colonists in a world history class. Achebe's rich narrative is easily accessible to high school students, and the novel replaces simplistic and abstract concepts with a more complex and concrete approach.

EJ515375. "Language Death, Language Genesis, and World History," by Frances Karttunen and Alfred W. Crosby. *Journal of*

*World History* 6 (Fall 1995): 157-74. Arguing that linguistics has great potential value for historians, the authors contend that the pidgin and creole languages of the former colonies of European nations provide avenues for examining the histories of "people without history."

ED385930. "The Nationalization of Education in Burma: A Radical Response to the Capitalist Development?" by Zar Ni. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, 18-22 April 1995. EDRS Price: MF01/PC02 Plus Postage. This paper describes the events leading up to the nationalization of schooling in Burma under General Ne Win's government (1962-88) as well as the deeper socio-cultural and historical factors that played a crucial role in the Burmese military regime's decision to nationalize schooling and knowledge.

ED383025. "Delta Blues Scholarship and Imperialist Nostalgia," by William P. Nye. Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association, Philadelphia, PA, 12-15 April 1995. EDRS Price: MF01/PC01 Plus Postage. When Delta blues are considered to be "folk music," the genre is inextricably tied to the neo-colonial, sharecropping system of cotton production characteristic of the Mississippi Delta region between the Civil War and World War II. "Imperialist nostalgia," then, arises in accounts which pay primary and positive tribute to blues performances emanating from this same postcolonial cultural setting.

EJ51529. "Cultural Imperialism and the Marketing of Native America," by Laurie Anne Whitt. *American Indian Culture and Research Journal* 19 (1995): 1-31. Using capitalist market assumptions and legal theories, the Western legal system is extending practices of cultural imperialism to include commodification and marketing of indigenous cultural resources (medicinal and spiritual knowledge, ceremonies, and artistic expressions) and genetic resources (human DNA). Recognizing that law has never been separate from politics is the first step in undermining this process.

EJ503156. "Language Choice and Cultural Imperialism: A Nigerian Perspective," by Joseph Bisong. *ELT Journal* 49 (Apr 1995): 122-32. Using Nigeria as his focus, Bisong argues against Phillipson's "Linguistic Imperialism," which describes the relationship between core English-speaking countries and periphery-English speaking countries as one of dominant and dominated languages. He maintains that the socio-linguistic and socio-cultural realities of the country have not been properly understood.

EJ512810. "Education in Zimbabwe: The Historical Roots," by Norman D. Atkinson. *Paedagogica Historica* 25 (1994): 5-25. This article argues that, in many African nations, colonial foundations still strongly influence the structure of educational institutions. It discusses the educational history of Zimbabwe from the 1920s until 1987, and contends that the most significant feature of Zimbabwe's educational system has been continuous and rapid socio-political change.

EJ496938. "Literacy, Chieftaincy, and Administration in Cameroon under French Rule: A Colonial Experiment," by Lovett Z. Elango. *International Journal of Social Education* 9 (Spr-Sum 1994): 81-

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## CALL FOR PROPOSALS

1999 OAH FOCUS ON TEACHING DAY  
Toronto, Ontario, Canada

The Committee on Teaching of the Organization of American Historians invites proposals for *Focus on Teaching Day* sessions at its 1999 OAH Annual Meeting in Toronto, Ontario, Canada, 22-25 April. The committee would prefer to receive proposals for complete sessions, but will consider individual proposals. Sessions may deal with any aspect(s) of pedagogy, spanning K-12 and post-secondary levels. Proposals dealing with the following themes are especially invited: technology and instruction; National History Standards; and presentations related to the annual meeting's theme: "State and Society in North America—Processes of Social Power and Social Change," which may include: allocation and exercise of power by various groups in society; efforts to challenge and change existing distribution of power; and differences in power structures from nation to nation.

All proposals for presentations/sessions must specify participants and include single-page curriculum vitae, an abstract of no more than five hundred words, and a brief prospectus of each paper/presentation proposed. Please send five (5) copies of the completed proposal by 31 July 1998 to:

Victoria Z. Straughn, Chair  
Committee on Teaching, OAH  
2421 Sommers Avenue  
Madison, WI 53704  
teachcmte@oah.org

91. Elango discusses French colonial rule of Cameroon between World War I and World War II and the establishment of schools specifically for the sons of Cameroon chieftains. The author asserts that these schools were elitist and doomed to failure because of the French's lack of understanding of African culture.

EJ495554. "The United Nations: Its Role and Place in African Education," by Francois N. Muyumba. *Social Education* 58 (Nov-Dec 1994): 444-46. This article describes the paradoxical relationship between the United Nations and African nations, and discusses what is being taught about the United Nations in African schools. Asserts that the search for democracy, justice, equity, and education has forced many states to examine the pedagogy of liberation.

EJ493929. "The Role of the British and Foreign School Society in Elementary Education in India and the East Indies, 1813-75," by George F. Bartle. *History of Education* 23 (Mar 1994): 17-33. Bartle focuses on the role of the British and Foreign School Society in organizing elementary schools during British colonial rule in India, Ceylon, Malaya, and the East Indies. He discusses the importance of religion and the influences of missionaries as teachers and administrators.

EJ489973. "Gender Status Decline, Resistance, and Accommodation among Female Neophytes in the Missions of California: A San Gabriel Case Study," by Edward D. Castillo. *American Indian Culture and Research Journal* 18 (1994): 67-93. Castillo examines the impact of Spanish colonization on traditional gender roles and female mortality among the Kumivit (or Gabrielino) Indians of Southern California. He documents the unique resistance and accommodation responses of Native women, from the shaman Toyipurina's revolt against the missionaries to Bartolomea's bitter recollections of cultural destruction and oppression by the Spaniards.

EJ490131. "Lessons in Black and White: A Hundred Years of Political Education in Namibia," by Clive Harber. *History of Education* 22 (Dec 1993): 415-24. This article describes Namibian educational history from 1890 to the present, and discusses the political and military struggle for independence and the challenges of building an educational system consistent with democratic values.

EJ487202. "Continuity and Change in Geography's Contribution to Citizenship Education in England in the 19th and 20th Century," by Wong Yuk Yong and W. E. Marsden. *Paedagogica Historica* 29 (1993): 483-502. The authors argue that citizenship education was a motivation for including geography in the British curriculum. They describe how early geography instruction was linked to the imperial strategies of the government, and they also look at the changes in the curriculum during World War I, World War II, and the post-war period.

EJ464729. "The Deposing of the Hawaiian Monarch: The Changing Narrative in Textbooks," by William Imperatore. *Social Studies* 83 (Nov-Dec 1992): 261-66. Imperatore surveys textbooks to examine how the deposing of the monarchy in Hawaii is treated. He suggests that teachers present three questions: (1) was the United States responsible for the overthrow of the monarchy; (2) how was the overthrow treated in textbooks; and (3) is it correct for the United States to deny responsibility?

EJ458373. "A Spanish American War Database," by Edmund Hands. *New England Journal of History* 49 (Spr 1992): 57-65. Hands recounts the efforts of a group of honors high school students to compile a database on the Spanish-American War. The project includes some of the historical background of the war, questions for study, a database key, and a table showing U.S. senators' votes relating to the war.

EJ435201. "Joseph Conrad's Empathy for Exploited Africans in *The Heart of Darkness*," by Ena L. Farley. *Western Journal of Black Studies* 14 (Win 1990): 224-30. Farley dissects the seemingly contradictory positions of Joseph Conrad as both a racist and an opponent of race-based imperial practices by referring to *The Heart of Darkness*. Farley argues that Conrad made a conscious effort to shake off the racial theories of the time and to deplore imperial racism.

ED309419. "A Canadian Woman Journalist Covers the Spanish-American War: Kit in Cuba 1898," by Barbara Freeman. Paper presented at the seventy-second Annual Meeting of the Association for Education in Journalism and Mass Communication, Washington, D.C., 10-13 August 1989. EDRS Price: MF01/PC02 Plus Postage. Kathleen Blake Watkins Coleman, known to her readers as "Kit," was a late nineteenth-century journalist who went to Cuba to cover the Spanish-American war for the *Toronto Mail and Empire*. Her work in Cuba was recognized because of her determination to overcome almost insurmountable opposition by American authorities and many male colleagues.

EJ387943. "In Defence of Cricket: The Imperial Games Ethic in Victorian English Canada," by Paul L. Bennett. *History and Social Science Teacher* 24 (Spr 1989): 164-67. Using letters in the 1872 issues of the Upper Canada College newspaper, Bennett illustrates how societies can be judged by the athletic games they play. In his example cricket, representing imperial society and muscular Christianity, was threatened by the Yankees and "American baseball."

EJ360229. "The Evolution of the U.S. Invasion of Grenada: A Political/ Socio-Historical Study," by Earl Smith and Dennis M. Rome. *Western Journal of Black Studies* 11 (Sum 1987): 92-101. This article presents a history of Grenada and analyzes the U.S. invasion in the context of the economic crisis that dominated the region at that time.

EJ344528. "The Lenin-Hobson Theory of Imperialism: A Didactic Drama in Five Acts," by Ivan Light. *Teaching Sociology* 14 (Oct 1986): 281-86. This article presents an original drama depicting the Lenin-Hobson theory of imperialism. Students participate in the drama and critically analyze its contents in order to better understand the Marxist point of view toward capitalism. □

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*Mr. Paris is an information specialist and occasional actor. He holds a B.S. in Education with an emphasis in Social Studies and a Master's in Library and Information Science from Indiana University.*