

Title: Underrepresentation and Misrepresentation of Racial Minorities in American High School Historical Education

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The way in which American students are educated about history of racial minorities in their formative years of education (elementary, middle, and high school) has caused them to carry on with inaccurate views and beliefs about these groups. Nigerian writer Chimamanda Adichie explains the “single story” that this kind of education creates about racial minorities; Adichie remarks “[by showing] a people as one thing, as only one thing, over and over again, and that is what they become.” (Adichie). The idea that Adichie is disputing is supported by other writers such as journalists for the Atlantic Michael Conway and Alia Wong who remark, respectively, that “Single-perspective narratives do students a gross disservice.” (Conway) and “This is in part why...educators are calling for a fundamental shift in how the subject is taught.” (Wong).

To examine this, I surveyed 30 students from my former school, Trabuco Hills High School; 15 graduate and 15 current students from a mixture of AP and non-AP classes. The survey consisted of two questions; “How much (insert group) history would you say you learned about in high school?” On a scale from 1 (none) to 5 (a lot) and “what event/time in History do you remember first learning about (insert group)?”. These questions were asked for European, Asian, African, and Middle Eastern history. I found that my hypothesis was correct and that many students were poorly educated about racial minorities' history.

References

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