

civilizing mission ap world history

civilizing mission ap world history is a fundamental concept that shaped global interactions during the Age of Imperialism and beyond. In AP World History, understanding the civilizing mission is crucial for analyzing how imperial powers justified expansion, the cultural and social impacts on colonized societies, and the long-term effects on world history. This article explores the origins and ideology behind the civilizing mission, its implementation across different empires, the responses and resistance from indigenous populations, and its lasting legacy in modern historical debates. By examining key examples, motivations, and consequences, students will gain a comprehensive grasp of why the civilizing mission remains a pivotal topic in AP World History. This guide will also address associated concepts such as social Darwinism, cultural imperialism, and global transformations resulting from imperial endeavors. Read on to discover how the civilizing mission influenced societies, shaped identities, and continues to be a significant theme for historians and students alike.

- Definition and Origins of the Civilizing Mission
- Ideological Foundations and Motivations
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Definition and Origins of the Civilizing Mission

The term "civilizing mission" refers to the belief held by imperial powers, particularly in the 19th and early 20th centuries, that it was their duty to bring civilization, progress, and enlightenment to supposedly "backward" or "primitive" societies. In AP World History, the civilizing mission is a key concept when studying European imperialism, colonial expansion, and cultural encounters. Originating during the Age of Enlightenment and gaining traction throughout the Age of Imperialism, this ideology was used to justify the conquest and domination of vast territories in Africa, Asia, and the Americas.

The origins of the civilizing mission can be traced back to earlier European

attitudes toward non-European societies, but it became institutionalized as empires expanded. Philosophers, politicians, and colonial administrators claimed that imperial rule would improve the welfare of colonized peoples, introducing modern education, Christianity, science, and technology. This notion was deeply intertwined with ethnocentrism and Eurocentrism, positioning European culture as superior and universal.

- The civilizing mission was linked to the spread of Western values, such as rationality, Christianity, and technological progress.
- It provided moral and ideological justification for colonization, slavery, and exploitation.
- It contributed to the development of racial hierarchies and stereotypes about indigenous populations.

Ideological Foundations and Motivations

Social Darwinism and Racial Hierarchies

Social Darwinism played a significant role in shaping the ideology behind the civilizing mission. Influenced by Charles Darwin's theories of evolution, Social Darwinists believed that societies progressed through competition and natural selection. European powers applied these ideas to human societies, asserting that "advanced" civilizations had a responsibility to uplift "inferior" ones. Racial theories and the concept of the "White Man's Burden" reinforced the belief that Westerners were destined to lead and reform the world.

Religious and Cultural Motivations

Missionaries were at the forefront of the civilizing mission, promoting Christianity as a cornerstone of civilization. Religious zeal motivated many Europeans to establish missions, schools, and hospitals throughout colonies. The spread of Western education and moral values was seen as a way to transform indigenous societies, often disregarding local traditions and beliefs. Cultural imperialism became a tool for reshaping social norms, languages, and practices in colonized regions.

Economic and Political Incentives

Beyond ideological motives, economic and political interests fueled the

civilizing mission. Colonization opened new markets, provided access to raw materials, and secured strategic territories. Imperial rhetoric was often used to mask exploitative practices, presenting economic expansion as benevolent assistance. Political leaders framed imperial control as a path to stability, law, and order, further embedding the civilizing mission in global policy.

Implementation Across Empires

British Empire and the Civilizing Mission

The British Empire exemplified the civilizing mission through its policies in India, Africa, and the Pacific. British officials introduced Western education, legal systems, and infrastructure, claiming to modernize societies. Figures like Rudyard Kipling popularized the idea of the "White Man's Burden," emphasizing the supposed obligation to civilize colonized peoples. These policies often led to the erosion of local cultures and the displacement of traditional elites.

French Empire and "Mission Civilisatrice"

The French civilizing mission, or "mission civilisatrice," was central to their colonial policy in Africa, Indochina, and the Caribbean. French administrators promoted assimilation, encouraging colonial subjects to adopt French language, culture, and citizenship. Schools, churches, and government institutions were established to inculcate French values, often at the expense of indigenous identities. The assimilation policy created tensions, resistance, and hybrid cultures in colonial territories.

Other Empires and Global Examples

Spanish, Portuguese, Dutch, and Belgian empires also embraced civilizing ideologies. In Latin America, Spanish colonizers imposed Catholicism and European customs, reshaping societies through missions and encomienda systems. Belgian rule in the Congo was notorious for using civilizing rhetoric to justify brutal exploitation. Across Asia, Russia and Japan adopted similar practices, aiming to modernize and integrate conquered territories.

1. British: Education, legal reforms, and infrastructure projects.
2. French: Assimilation, language policies, and cultural transformation.

3. Spanish/Portuguese: Religious conversion and social restructuring.
4. Belgian/Dutch: Economic exploitation masked as progress.
5. Russian/Japanese: Modernization and forced integration.

Reactions and Resistance from Colonized Societies

Indigenous Responses to the Civilizing Mission

Colonized peoples responded to the civilizing mission in diverse ways. While some elites adopted Western education and values to advance socially, many resisted the cultural and political domination imposed by imperial powers. Intellectuals and activists criticized the civilizing mission, exposing its contradictions and highlighting the loss of autonomy, traditions, and identity.

Anti-Colonial Movements

The civilizing mission sparked resistance movements across the globe. In India, leaders like Mahatma Gandhi and Rabindranath Tagore challenged colonial authority, advocating for cultural revival and independence. African and Asian movements used nationalistic and cultural arguments to reject colonial rule, emphasizing indigenous heritage and rights. The civilizing mission, intended to pacify and assimilate, often ignited demands for self-determination and freedom.

Cultural Hybridity and Adaptation

Despite imperial pressures, colonized societies developed hybrid cultures, blending indigenous and Western elements. Language, religion, and education became sites of negotiation and adaptation. Some communities used the tools provided by the civilizing mission to empower themselves, forming new identities and social structures that endured after independence. These experiences highlight the complexity and unintended consequences of the civilizing mission in world history.

Long-Term Impacts and Legacy

Global Transformations

The civilizing mission left a lasting legacy on global societies. Colonial borders, legal systems, and educational institutions continue to shape modern states. The spread of Christianity and Western cultural norms influenced art, literature, and social practices worldwide. However, the civilizing mission also contributed to social inequalities, racial tensions, and cultural loss that persist in contemporary societies.

Debates and Historical Perspectives

Historians and scholars debate the civilizing mission's impact, questioning its moral and ethical foundations. While some argue that imperial rule brought modernization and stability, others emphasize exploitation, violence, and cultural destruction. In AP World History, students are encouraged to critically analyze these perspectives, considering both the benefits claimed by imperialists and the costs borne by colonized peoples.

Post-Colonial Critiques

Post-colonial theory challenges the civilizing mission's assumptions, exposing power imbalances and the persistence of cultural imperialism. Writers like Frantz Fanon and Edward Said interrogate Western narratives, emphasizing the voices and experiences of colonized populations. These critiques inform contemporary debates on global justice, decolonization, and the recovery of indigenous knowledge.

The Civilizing Mission in AP World History Curriculum

Key Themes and Concepts

In AP World History, the civilizing mission is studied as part of broader themes such as imperialism, cross-cultural interactions, and social transformations. Students analyze primary sources, evaluate the motives and consequences of imperial policies, and connect the civilizing mission to global processes like industrialization, nationalism, and resistance movements.

Essential Skills for Students

Mastering the civilizing mission topic requires critical thinking, source analysis, and contextual understanding. Students should be able to:

- Identify and explain the civilizing mission's ideological foundations.
- Compare implementation across various empires and regions.
- Assess indigenous responses and resistance to imperial policies.
- Evaluate the legacy and ongoing debates surrounding the civilizing mission.

Through these skills, students develop a nuanced understanding of one of history's most influential and controversial concepts.

Trending Questions and Answers: Civilizing Mission AP World History

Q: What is the civilizing mission in AP World History?

A: The civilizing mission refers to the belief held by imperial powers that they had a duty to "civilize" colonized societies by introducing Western values, education, religion, and culture. It was used to justify imperial expansion and control during the Age of Imperialism.

Q: How did social Darwinism influence the civilizing mission?

A: Social Darwinism provided a pseudo-scientific basis for the civilizing mission, suggesting that "advanced" societies had the right and obligation to uplift "less developed" ones, reinforcing racial hierarchies and imperialist ideologies.

Q: Which empires were most associated with the civilizing mission?

A: The British and French Empires are most closely associated with the civilizing mission, but Spanish, Portuguese, Belgian, Dutch, Russian, and

Japanese empires also used similar justifications for their colonial policies.

Q: How did colonized peoples respond to the civilizing mission?

A: Colonized peoples responded with a range of strategies including adaptation, resistance, and the development of hybrid cultures. Many formed anti-colonial movements to challenge imperial rule and reclaim their identities.

Q: What role did missionaries play in the civilizing mission?

A: Missionaries were central to the civilizing mission, promoting Christianity, Western education, and moral values as part of colonial efforts to transform indigenous societies.

Q: What is the legacy of the civilizing mission today?

A: The legacy includes continued social and cultural influences, persistent inequalities, and ongoing debates about the ethics and consequences of imperialism. Post-colonial theory critically examines these impacts.

Q: How is the civilizing mission taught in AP World History?

A: The civilizing mission is taught as a key theme in the study of imperialism, with emphasis on its ideological foundations, implementation, indigenous responses, and long-term effects on global history.

Q: What were some negative consequences of the civilizing mission?

A: Negative consequences included cultural loss, social and racial inequalities, exploitation, and violence against colonized populations.

Q: What are examples of resistance to the civilizing mission?

A: Examples include the Indian independence movement, African nationalist struggles, and intellectual critiques from figures like Frantz Fanon and

Mahatma Gandhi.

Q: Why is it important to study the civilizing mission in world history?

A: Studying the civilizing mission helps students understand the motivations behind imperialism, the complexities of cultural encounters, and the lasting impact of colonial policies on modern societies.

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Civilizing Mission AP World History: A Critical Examination

The "civilizing mission," a concept deeply ingrained in the historical narrative of European colonialism, presents a complex and often controversial aspect of AP World History. This post delves into the intricacies of this idea, examining its origins, its justifications, its impact on colonized societies, and the critical perspectives that challenge its benevolent façade. We will explore how understanding the civilizing mission is crucial for a nuanced understanding of global history and its enduring consequences. Prepare to unpack a historical narrative that's far more nuanced than it first appears.

H2: Origins and Ideological Underpinnings of the Civilizing Mission

The concept of the civilizing mission emerged primarily during the era of European expansion, fueled by a potent blend of factors. It wasn't a monolithic ideology, but rather a collection of overlapping beliefs and justifications used to legitimize colonial expansion and domination. Key elements include:

Social Darwinism: This pseudoscientific theory posited a hierarchy of races, with Europeans at the apex, justifying their dominance as a natural progression of evolution. The "uncivilized" peoples of the world were seen as needing guidance and "improvement."

Religious Zealotry: Missionary activities played a significant role, with the spread of Christianity seen as a crucial element of civilizing "savage" populations. This religious fervor often intertwined with secular goals of political and economic control.

Economic Imperialism: The pursuit of resources and new markets fueled colonial expansion. The civilizing mission provided a moral framework to mask the inherent greed and exploitation driving imperial ambitions.

White Man's Burden: This infamous phrase, popularized by Rudyard Kipling's poem, encapsulates the paternalistic attitude underlying the civilizing mission. Europeans saw themselves as bearing the burden of uplifting less fortunate populations, regardless of the desires or agency of those populations.

H2: Manifestations of the Civilizing Mission in Colonial Contexts

The civilizing mission manifested differently across various colonial contexts, but several common themes emerge:

Education and Administration: Colonial powers established educational systems and administrative structures designed to integrate colonized populations into their systems of governance and economy. However, these systems often served to reinforce colonial power structures rather than empower local communities.

Infrastructure Development: The construction of railways, roads, and other infrastructure projects was often presented as a civilizing act. However, these projects frequently benefitted colonial powers more than the local populations, often displacing them and disrupting traditional ways of life.

Medical Interventions: While some genuine advancements in public health occurred, medical interventions were often used as a tool of control and social engineering, sometimes without regard for local knowledge and practices.

Cultural Suppression: Indigenous cultures, religions, and traditions were often suppressed or actively destroyed in the name of progress and "civilization." This resulted in the loss of invaluable cultural heritage and the erosion of social structures.

H3: The Impact on Colonized Societies

The consequences of the civilizing mission were profound and far-reaching, often resulting in:

Political Subjugation: Colonial rule stripped colonized societies of their self-determination and imposed foreign systems of governance.

Economic Exploitation: The extraction of resources and the imposition of unfair trade practices led to economic dependence and underdevelopment.

Social Disruption: The disruption of traditional social structures, cultural practices, and belief systems resulted in social fragmentation and instability.

Psychological Trauma: The experience of colonization left a lasting psychological impact on colonized populations, fostering feelings of inferiority and undermining cultural pride.

H2: Challenging the Civilizing Mission: Postcolonial Perspectives

Postcolonial scholarship has played a crucial role in challenging the narrative of the civilizing mission. Historians and scholars have exposed the inherent biases, inaccuracies, and exploitative nature of this ideology. The focus has shifted towards:

Giving Voice to the Colonized: Centering the experiences and perspectives of colonized populations, rather than relying solely on colonial accounts.

Unmasking Power Dynamics: Exposing the power imbalances inherent in colonial encounters and the ways in which the civilizing mission served to justify domination.

Recovering Lost Histories: Working to recover and reconstruct the histories of colonized societies that were suppressed or distorted during colonial rule.

Promoting Decolonization: Advocating for the dismantling of colonial legacies and the empowerment of marginalized communities.

H2: The Civilizing Mission in the Context of AP World History

Understanding the civilizing mission is essential for a thorough understanding of AP World History. It provides crucial context for analyzing:

European Colonial Expansion: It illuminates the motivations and justifications behind the vast expansion of European power across the globe.

The Rise of Nationalism: It demonstrates how colonial encounters fueled nationalist movements in both colonized and colonizing societies.

Global Inequalities: It sheds light on the historical roots of the persistent global inequalities that exist today.

Cultural Exchange and Hybridity: It shows the complexities of cultural encounters, demonstrating both the destructive and creative aspects of the interaction between different cultures.

Conclusion

The "civilizing mission" is not a straightforward historical narrative. It was a complex and multifaceted phenomenon, driven by a mixture of genuine beliefs, economic interests, and racial prejudice. Examining its complexities requires a critical lens, one that prioritizes the voices and experiences of those who were subjected to its devastating consequences. By understanding this historical concept, we can better analyze the lasting impact of colonialism on the world today and foster a more just and equitable future.

FAQs

1. What is the difference between the "civilizing mission" and other forms of imperialism? While all forms of imperialism involve domination, the "civilizing mission" adds a layer of moral justification, framing the conquest as a benevolent act of upliftment.
2. Were there any positive consequences of the civilizing mission? While extremely limited in scope compared to the negative impacts, some positive developments, like advancements in public health or the introduction of new technologies, can be attributed to colonial activities. However, it's crucial to remember these were often implemented within exploitative systems and frequently at the expense of indigenous knowledge and autonomy.
3. How is the civilizing mission relevant to contemporary issues? The legacies of the civilizing mission continue to impact global inequalities, political instability, and cultural tensions in many parts of the world. Understanding its historical roots helps us address these contemporary challenges.
4. How can I incorporate a critical understanding of the civilizing mission into my AP World History studies? Seek out primary sources from colonized perspectives, critically analyze colonial narratives, and engage with postcolonial scholarship to understand the multifaceted and often contradictory realities of this historical period.
5. What are some key primary sources to study the civilizing mission? Examine colonial administrative documents, missionary reports, travel narratives (considering the biases embedded within them), and, most importantly, indigenous accounts and oral histories whenever possible. These provide contrasting perspectives to the dominant colonial narratives.

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four centuries from North America to the Philippines, Vietnam, and the Persian Gulf. The belief that it is our right and destiny to remake foreign societies in our image has endured from the early decades of colonization to our current crusade to implant American-style democracy in the Muslim Middle East. *Dominance by Design* explores the critical ways in which technological superiority has undergirded the U.S.'s policies of unilateralism, preemption, and interventionism in foreign affairs and raised us from an impoverished frontier nation to a global power. Challenging the long-held assumptions and imperatives that sustain the civilizing mission, Adas gives us an essential guide to America's past and present role in the world as well as cautionary lessons for the future.

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fall short, and how a focus on the six facets of understanding can enrich student learning. With an expanded array of practical strategies, tools, and examples from all subject areas, the book demonstrates how the research-based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum. Combining provocative ideas, thoughtful analysis, and tested approaches, this new edition of Understanding by Design offers teacher-designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike.

civilizing mission ap world history: The Many Faces of Clio Q. Edward Wang, Franz L. Fillafer, Georg G. Iggers, 2007 Born in Germany, Georg Iggers escaped from Nazism to the United States in his adolescence where he became one of the most distinguished scholars of European intellectual history and the history of historiography. In his lectures, delivered all over the world, and in his numerous books, translated into many languages, Georg Iggers has reshaped historiography and indefatigably promoted cross-cultural dialogue. This volume reflects the profound impact of his oeuvre. Among the contributors are leading intellectual historians but also younger scholars who explore the various cultural contexts of modern historiography, focusing on changes of European and American scholarship as well as non-Western historical writing in relation to developments in the West. Addressing these changes from a transnational perspective, this well-rounded volume offers an excellent introduction to the field, which will be of interest to both established historians and graduate students.

civilizing mission ap world history: History of the French Revolution of 1848 Alphonse de Lamartine, 1849

civilizing mission ap world history: Colonialism and the Jews Ethan B. Katz, Lisa Moses Leff, Maud S. Mandel, 2017-01-30 The lively essays collected here explore colonial history, culture, and thought as it intersects with Jewish studies. Connecting the Jewish experience with colonialism to mobility and exchange, diaspora, internationalism, racial discrimination, and Zionism, the volume presents the work of Jewish historians who recognize the challenge that colonialism brings to their work and sheds light on the diverse topics that reflect the myriad ways that Jews engaged with empire in modern times. Taken together, these essays reveal the interpretive power of the Imperial Turn and present a rethinking of the history of Jews in colonial societies in light of postcolonial critiques and destabilized categories of analysis. A provocative discussion forum about Zionism as colonialism is also included.

civilizing mission ap world history: Bodies in Contact Tony Ballantyne, Antoinette Burton, 2005-01-31 DIVThis reader on world history emphasizes the centrality of raced , sexed, and classed bodies as sites on which imperial power was imagined and exercised, in order to examine the effects of global politics, capital and culture on everyday spaces and local c/div

civilizing mission ap world history: Politics and the Histories of International Law , 2021-07-19 This book brings together 18 contributions by authors from different legal systems and backgrounds. They address the political implications of the writing of the history of legal issues ranging from slavery over the use of force and extraterritorial jurisdiction to Eurocentrism.

civilizing mission ap world history: Culture and Imperialism Edward W. Said, 2012-10-24 A landmark work from the author of *Orientalism* that explores the long-overlooked connections between the Western imperial endeavor and the culture that both reflected and reinforced it. In the nineteenth and early twentieth centuries, as the Western powers built empires that stretched from Australia to the West Indies, Western artists created masterpieces ranging from *Mansfield Park* to *Heart of Darkness* and *Aida*. Yet most cultural critics continue to see these phenomena as separate. Edward Said looks at these works alongside those of such writers as W. B. Yeats, Chinua Achebe, and Salman Rushdie to show how subject peoples produced their own vigorous cultures of opposition and resistance. Vast in scope and stunning in its erudition, *Culture and Imperialism* reopens the dialogue between literature and the life of its time.

civilizing mission ap world history: An Archaeology of Colonial Identity Gavin Lucas, 2006-10-31 The book explores three key groups: The Dutch East India Company, the free settlers,

and the slaves, through a number of archaeological sites and contexts. With the archaeological evidence, the book examines how these different groups were enmeshed within racial, sexual, and class ideologies in the broader context of capitalism and colonialism, and draws extensively on current social theory, in particular post-colonialism, feminism, and Marxism.

civilizing mission ap world history: *The Oxford Encyclopedia of American Military and Diplomatic History* Timothy J. Lynch, 2013 • Entries written by renowned diplomatic and military historians as well as key scholars in international relations • Provides assessments and analyses of key episodes, issues and actors in the military and diplomatic history of the United States • Based on the award-winning Oxford Companion to United States History • Comprehensive collection of entries that span the founding of the U.S. to its present state • Offers a wide range of perspectives to provide an encompassing context of the United States' military and diplomatic legacies • Expansive bibliographies and suggested readings for each article to aid in research The Oxford Encyclopedia of American Military and Diplomatic History, a two-volume set, will offer both assessment and analysis of the key episodes, issues and actors in the military and diplomatic history of the United States. At a time of war, in which ongoing efforts to recalibrate American diplomacy are as imperative as they are perilous, the Oxford Encyclopedia will present itself as the first recourse for scholars wishing to deepen their understanding of the crucial features of the historical and contemporary foreign policy landscape and its perennially martial components. Entries will be written by the top diplomatic and military historians and key scholars of international relations from within the American academy, supplemented, as is appropriate for an encyclopedia of diplomacy, with entries from foreign-based academics, in the United Kingdom and elsewhere. The crucial importance of the subject is reflected in the popularity of university courses dedicated to diplomatic and military history and the enduring appeal of international relations (IR) as a political science discipline drawing on both. The Oxford Encyclopedia will be a basic reference tool across both disciplines - a potentially very significant market. Readership: University-level undergraduate and graduate students in History

civilizing mission ap world history: *Turkestan and the Fate of the Russian Empire* Daniel Brower, 2012-11-12 The central argument of this book is that the half-century of Russian rule in Central Asia was shaped by traditions of authoritarian rule, by Russian national interests, and by a civic reform agenda that brought to Turkestan the principles that informed Alexander II's reform policies. This civilizing mission sought to lay the foundations for a rejuvenated, 'modern' empire, unified by imperial citizenship, patriotism, and a shared secular culture. Evidence for Brower's thesis is drawn from major archives in Uzbekistan and Russia. Use of these records permitted him to develop the first interpretation, either in Russian or Western literature, of Russian colonialism in Turkestan that draws on the extensive archival evidence of policy-making, imperial objectives, and relations with subject peoples.

civilizing mission ap world history: *Juju Fission* Chikwenye Okonjo Ogunyemi, 2007 Women, especially leaders, holding tête-à-têtes with men to address political impasses have been recognized as shrewd, double headed, or witchlike distinctions that link them with juju or extraordinary, survivalist powers. *Juju Fission: Women's Alternative Fictions from the Sahara, the Kalahari, and the Oases In-Between* is a theoretical and analytical book on African women writers that focuses on seven representative novels from different parts of Africa: Bessie Head's *Maru* (South Africa/Botswana); Nawal El Saadawi's *Woman at Point Zero* (Egypt); Ama Ata Aidoo's *Our Sister Killjoy*; or *Reflections from a Black-Eyed Squint* and *Changes* (Ghana); Assia Djebar's *A Sister to Scheherazade* (Algeria); Calixthe Beyala's *The Sun Hath Looked Upon Me* (Cameroon); and Yvonne Vera's *Nehanda* (Zimbabwe). In her analysis, Chikwenye Okonjo Ogunyemi demonstrates how women are viewed and how they operate in critical times. Ogunyemi explains how the heritage is passed on, in spite of dire situations emanating from colonialism, postcolonialism, ethnicism, sexism, and grinding poverty. An important contribution to many fields, *Juju Fission* is excellent background material for courses on African studies, women's studies, African Diaspora studies, black studies, global studies, and general literature studies.

civilizing mission ap world history: *The Colonial Past in History Textbooks* Karel Van

Nieuwenhuyse, Joaquim Pires Valentim, 2018-05-01 This book examines the evolving representations of the colonial past from the mid-19th century up to decolonization in the 1960s and 70s ? the so-called era of Modern Imperialism – in post-war history textbooks from across the world. The aim of the book is to examine the evolving outlook of colonial representations in history education and the underpinning explanations for the specific outlook in different – former colonizer and colonized – countries (to be found in collective memory, popular historical culture, social representations, identity-building processes, and the state of historical knowledge within academia). The approach of the book is novel and innovative in different ways. First of all, given the complexity of the research, an original interdisciplinary approach has been implemented, which brings together historians, history educators and social psychologists to examine representations of colonialism in history education in different countries around the world while drawing on different theoretical frameworks. Secondly, given the interest in the interplay between collective memory, popular historical culture, social representations, and the state of historical knowledge within academia, a diachronic approach is implemented, examining the evolving representations of the colonial past, and connecting them to developments within society at large and academia. This will allow for a deeper understanding of the processes under examination. Thirdly, studies from various corners of the world are included in the book. More specifically, the project includes research from three categories of countries: former colonizer countries – including England, Spain, Italy, France, Portugal and Belgium –, countries having been both colonized and colonizer – Chile – and former colonized countries, including Zimbabwe, Malta and Mozambique. This selection allows pairing up the countries under review as former colonizing-colonized ones (for instance Portugal-Mozambique, United Kingdom-Malta), allowing for an in-depth comparison between the countries involved. Before reaching the research core, three introductory chapters outline three general issues. The book starts with addressing the different approaches and epistemological underpinnings history and social psychology as academic disciplines hold. In a second chapter, evolutions within international academic colonial historiography are analyzed, with a special focus on the recent development of New Imperial History. A third chapter analyses history textbooks as cultural tools and political means of transmitting historical knowledge and representations across generations. The next ten chapters form the core of the book, in which evolving representations of colonial history (from mid-19th century until decolonization in the 1960s and 1970s) are examined, explained and reflected upon, for the above mentioned countries. This is done through a history textbook analysis in a diachronic perspective. For some countries the analysis dates back to textbooks published after the Second World War; for other countries the focus will be more limited in time. The research presented is done by historians and history educators, as well as by social psychologists. In a concluding chapter, an overall overview is presented, in which similarities and differences throughout the case studies are identified, interpreted and reflected upon.

civilizing mission ap world history: Apples on the Flood Rodger Cunningham, 1991

civilizing mission ap world history: *Handbook of Israel: Major Debates* Eliezer Ben-Rafael, Julius H. Schoeps, Yitzhak Sternberg, Olaf Glöckner, Anne Weberling, 2016-10-24 The Handbook of Israel: Major Debates serves as an academic compendium for people interested in major discussions and controversies over Israel. It provides innovative, updated and informative knowledge on a range of acute debates. Among other topics, the handbook discusses post-Zionism, militarism, democracy and religion, (in)equality, colonialism, today's criticism of Israel, Israel-Diaspora relations, and peace programs. Outstanding scholars face each other with unadulterated, divergent analyses. These historical, political and sociological texts from Israel and elsewhere make up a major reference book within academia and outside academia. About seventy contributions grouped in thirteen thematic sections present controversial and provocative approaches reflecting, from different angles, on the present-day challenges of the State of Israel. Other Major Works by the Editors: Eliezer Ben-Rafael *Is Israel One? Religion, Nationalism and Ethnicity Confounded*, Brill (2005) *Ethnicity, Religion and Class in Israel*, Cambridge University Press (paperback) (2007) Julius H. Schoeps *Begegnungen. Menschen, die meinen Lebensweg kreuzten*. Suhrkamp (2016) *Pioneers of Zionism*: Hess, Pinsker,

Rülf. *Messianism, Settlement Policy, and the Israeli-Palestinian Conflict*. De Gruyter (2013) Yitshak Sternberg *World Religions and Multiculturalism: A Relational Dialectic*. Brill (2010). Transnationalism. Brill (2009) Olaf Glöckner *Being Jewish in 21st Century Germany*. De Gruyter (2015, with Haim Fireberg) *Deutschland, die Juden und der Staat Israel*. Olms (2016, with Julius H. Schoeps)

civilizing mission ap world history: AP® European History Crash Course, For the New 2020 Exam, Book + Online Larry Krieger, Patti Harrold, 2020-03-03 AP® European History Crash Course® - updated for today's exam A Higher Score in Less Time! At REA, we invented the quick-review study guide for AP® exams. A decade later, REA's Crash Course® remains the top choice for AP® students who want to make the most of their study time and earn a high score. Here's why more AP® teachers and students turn to REA's AP® European History Crash Course®: Targeted Review - Study Only What You Need to Know. REA's all-new 3rd edition addresses all the latest test revisions. Our Crash Course® is based on an in-depth analysis of the revised AP® European History course description outline and sample AP® test questions. We cover only the information tested on the exam, so you can make the most of your valuable study time. Expert Test-taking Strategies and Advice. Written by a veteran AP® European History teacher, the book gives you the topics and critical context that will matter most on exam day. Crash Course® relies on the author's extensive analysis of the test's structure and content. By following his advice, you can boost your score. Practice questions - a mini-test in the book, a full-length exam online. Are you ready for your exam? Try our focused practice set inside the book. Then go online to take our full-length practice exam. You'll get the benefits of timed testing, detailed answers, and automatic scoring that pinpoints your performance based on the official AP® exam topics - so you'll be confident on test day. When it's crucial crunch time and your Advanced Placement® exam is just around the corner, you need REA's Crash Course® for AP® European History! About the Author Larry Krieger earned his B.A. and M.A.T. from the University of North Carolina at Chapel Hill and his M.A. from Wake Forest University. In a career spanning more than 40 years, Mr. Krieger has taught a variety of AP® subjects including U.S. History, World History, European History, U.S. Government, and Art History. His popular courses were renowned for their energetic presentations, commitment to scholarship, and success in helping students achieve high AP® exam scores. All of Mr. Krieger's students scored above a 3, with most students scoring a 4 or a 5. In 2004 and 2005, the College Board recognized Mr. Krieger as one of the nation's foremost AP® teachers. Mr. Krieger's success has extended far beyond the classroom. He conducts SAT® and AP® workshops around the country, and has spoken at numerous Social Studies conferences. In addition, he is the author of several widely used American History and World History textbooks, as well as REA's Crash Course® test preps for European History, U.S. History, U.S. Government & Politics, and Psychology.

civilizing mission ap world history: *Historical Dictionary of the League of Nations* Anique H. M. van Ginneken, 2006-01-16 Created in 1919, shortly after World War I, the League of Nations was principally designed to put an end to war. But it went into hibernation when World War II broke out, and was formally wound up in 1946. Not having achieved its primary objective, it was deemed a failure. However, the many accomplishments it did realize certainly allows for arguments against this idea. During its two-decade existence, the League of Nations resolved and defused many conflicts and crises, as well as established a rapport among its members. It was also active in many other political, social, and technical fields, including minorities, refugees, human rights, labor, health, telecommunications, and supervision of former colonial territories, which had become mandates. Above all, the League of Nations proved to be training ground for the United Nations and the countless other organizations, both governmental and non-governmental, which now surround us. Just what the League of Nations was able to do during its brief but hectic career is summed up in this book. The dictionary section contains several hundred cross-referenced entries on its founders and supporters, its rather small staff and secretariat, the various subordinate or related organizations, and their overwhelming tasks. The historical background is described in the introduction and plotted year by year in the chronology while the bibliography points to further

reading.

civilizing mission ap world history: *Colonialism as Civilizing Mission* Harald Fischer-Tiné, Michael Mann, 2004 Inherent in colonialism was the idea of self-legitimation, the most powerful tool of which was the colonizer's claim to bring the fruits of progress and modernity to the subject people. In colonial logic, people who were different because they were inferior had to be made similar - and hence equal - by civilizing them. However, once this equality had been attained, the very basis for colonial rule would vanish. *Colonialism as Civilizing Mission* explores British colonial ideology at work in South Asia. Ranging from studies on sport and national education, to pulp fiction to infanticide, to psychiatric therapy and religion, these essays on the various forms, expressions and consequences of the British 'civilizing mission' in South Asia shed light on a topic that even today continues to be an important factor in South Asian politics.

civilizing mission ap world history: *Ethnic Conflict in the Post-Soviet World: Case Studies and Analysis* Leokadia Drobizheva, Rose Gottemoeller, Catherine McArdle Kelleher, Lee Walker, 2015-04-08 Presents 16 case studies of ethnic conflict in the post-Soviet world. The book places ethnic conflict in the context of imperial collapse, democratization and state building.

civilizing mission ap world history: *The ABC of the OPT* Orna Ben-Naftali, Michael Sfard, Hedi Viterbo, 2018-05-10 A lexicon of the legal, administrative, and military terms and concepts central to the Israeli occupation of the Palestinian Territories.

civilizing mission ap world history: *AP US History* Eugene V. Resnick, 2020-08-04 Looking for an additional way to prep for the AP exam? Check out Barron's AP U.S. History Podcast wherever you get your favorite podcasts. Be prepared for exam day with Barron's. Trusted content from AP experts! Barron's AP U.S. History: 2021-2022 includes in-depth content review and practice. It's the only book you'll need to be prepared for exam day. Written by Experienced Educators Learn from Barron's--all content is written and reviewed by AP experts Build your understanding with comprehensive review tailored to the most recent exam Get a leg up with tips, strategies, and study advice for exam day--it's like having a trusted tutor by your side Be Confident on Exam Day Sharpen your test-taking skills with 2 full-length practice tests Strengthen your knowledge with in-depth review covering all Units on the AP U.S. History Exam Reinforce your learning with practice questions at the end of each chapter

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