

1. Record Nr.	UNINA9911097479303321
Titolo	The African American experience : an historiographical and bibliographical guide // edited by Arvarh E. Strickland and Robert E. Weems, Jr
Pubbl/distr/stampa	Westport, Conn. : , : Greenwood Press, , 2001 London : , : Bloomsbury Publishing, , 2024
ISBN	9798400607646 9780313065002 0313065004
Edizione	[1st ed.]
Descrizione fisica	1 online resource (455 p.)
Altri autori (Persone)	StricklandArvarh E WeemsRobert E. <1951->
Disciplina	973.0496073
Soggetti	African Americans - Historiography African Americans - History
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Contents; Preface; African American Migration and Urbanization; The African American Worker in Slavery and Freedom; African American Families: Historically Resilient; African American Women; The African American Educational Experience; The African American Literary Tradition; The African American Musical Experience: There's a Story in the Song; African American Intellectual and Political Thought; The African American Political Experience; The African American Press; African Americans in the Military of the United States; The African American Athletic Experience Constructing an Historiography of African American BusinessSexuality and Race; African American Consumerism; The Civil Rights Movement; African American Religion in the United States; Index; About the Editors and Contributors
Sommario/riassunto	Compared to the early decades of the 20th century, when scholarly writing on African Americans was limited to a few titles on slavery, Reconstruction, and African American migration, the last thirty years have witnessed an explosion of works on the African American

experience. With the Civil Rights and Black Power movements of the 1960s came an increasing demand for the study and teaching of African American history followed by the publication of increasing numbers of titles on African American life and history. This volume provides a comprehensive bibliographical and analytical guide to this growing body of literature as well as an analysis of how the study of African Americans has changed.

2. Record Nr.	UNINA9911144924803321
Autore	Sengupta Parna <1971->
Titolo	Pedagogy for religion : missionary education and the fashioning of Hindus and Muslims in Bengal / / Parna Sengupta
Pubbl/distr/stampa	Berkeley, : University of California Press, c2011
ISBN	9786613278548 9780520950412 0520950410 9781283278546 1283278545
Edizione	[1st ed.]
Descrizione fisica	1 online resource (223 p.)
Disciplina	371.071/25414
Soggetti	Education - India - Bengal - History Hindus - Education - India - Bengal - History Muslims - Education - India - Bengal - History Church schools - India - Bengal - History
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	The molding of native character -- A curriculum for religion -- An object lesson in colonial pedagogy -- The schoolteacher as modern father -- Teaching gender in the colony -- Mission schools and Qur'an schools -- Conclusion : pedagogy for tolerance.
Sommario/riassunto	Offering a new approach to the study of religion and empire, this innovative book challenges a widespread myth of modernity-that Western rule has had a secularizing effect on the non-West-by looking

closely at missionary schools in Bengal. Parna Sengupta examines the period from 1850 to the 1930's and finds that modern education effectively reinforced the place of religion in colonial India. Debates over the mundane aspects of schooling, rather than debates between religious leaders, transformed the everyday definitions of what it meant to be a Christian, Hindu, or Muslim. Speaking to our own time, Sengupta concludes that today's Qur'an schools are not, as has been argued, throwbacks to a premodern era. She argues instead that Qur'an schools share a pedagogical frame with today's Christian and Muslim schools, a connection that plays out the long history of this colonial encounter.
