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We Did What? To Whom? An Analysis of How US Educational Materials Present the Philippine-American War and Occupation

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WE DID WHAT? TO WHOM? AN ANALYSIS OF HOW US
EDUCATIONAL MATERIALS PRESENT THE PHILIPPINE-AMERICAN
WAR AND OCCUPATION

A Thesis Submitted
in Partial Fulfillment
of the Requirements for the Designation
University Honors

Jude Beekman

University of Northern Iowa

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This Study by: Jude Beekman

Entitled: We Did What? To Whom? An Analysis of How US Educational Materials Present the
Philippine-American War and Occupation

has been approved as meeting the thesis or project requirement for the Designation

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Introduction

Since the turn of the 21st century, decisions of American leaders have continued traditions of American exceptionalism and general attempts at dominance, although this is continuously brought into question.¹ A generation has since passed through school and experienced curriculums that have implied such American exceptionalism and dominance.² Acknowledged for decades, the military-industrial complex has extended into the 21st century with involvement across the globe, but notably in the Middle East. For those indigenous to the Pacific, militarism extends to how people perceive the bodies and selves of indigenous peoples.³ There exist multiple definitions of colonialism and imperialism, but in essence, colonialism describes the settling of people in colonies and imperialism describes the expansion of power through gaining territory for an empire.⁴ The United States continuously maintains its military prowess and neoempire in the Philippines as the two nations remain intertwined.⁵

This thesis seeks to understand how the Philippine-American War and subsequent American occupation of the Philippines are contextualized by modern history textbooks within a broader United States history. The purpose of this study is to examine tropes of American exceptionalism involving colonialism and imperialism in these materials. This project aims to inform historians and educators about what students may be learning in schools about their own

¹ Andrew J. Bacevich and Joanne J. Myers, "The Limits of Power: The End of American Exceptionalism," Carnegie Council for Ethics in International Affairs, published November 11, 2008, accessed December 16, 2024, <https://www.carnegiecouncil.org/media/series/39/20081103-the-limits-of-power-the-end-of-american-exceptionalism>.

² Sohyun An, "Navigating a Curriculum of American Exceptionalism: An Asian American Child's Story," *Multicultural Perspectives* 24, no. 2 (2022): 62-74.

³ Teresia Teaiwa, "The Articulated Limb: Theorizing Indigenous Pacific Participation in the Military Industrial Complex," *Pacific Dynamics: Journal of Interdisciplinary Research* 1 (2017).

⁴ Krishan Kumar, "Colony and Empire, Colonialism and Imperialism: A Meaningful Distinction?" *Comparative Studies in Society and History* 63, no. 2 (2021): 280–309, doi.org/10.1017/S0010417521000050.

⁵ David Vergun, "New EDCA Sites Named in the Philippines," *Department of Defense News*, published April 3, 2023, accessed December 16, 2024, <https://www.defense.gov/News/News-Stories/Article/article/3350297/new-edca-sites-named-in-the-philippines/>.

history. Also, this work is important because it contributes to both the growing field of decolonial historical and ethnic studies, especially in the realm of education. I am analyzing high school-level US History textbooks and related educational materials (TREM) because between 1898-1946 the United States was directly involved in the Philippines, so the actions taken and documents created during that time *are* United States history. Further, I am analyzing high school-level TREM because they contain more expansive content than elementary or middle level TREM and more closely align with my area of study at University of Northern Iowa (UNI), History and Social Sciences Teaching. This study involves modern textbooks, published from the year 2005 and on to demonstrate relevance to the present day. Considering the compulsory school attendance laws across the United States as well as United States History standards implemented in schools, it is the materials by which teachers are guided and students are taught that affects what students know about history.⁶

Definitions

For the purposes of this paper, I will be referring to Textbooks and Related Educational Materials as TREM. US History TREM is defined as: bodies of work, in digital or physical formats, which are created and curated for the purpose of educating high school-level students and offer comprehensive material covering the majority of United States history. Between all of the TREM, there are differences in the abbreviation of the term United States, with and without periods, but outside of the TREM I will utilize the abbreviation without periods. Further, the

⁶ National Center for Education Statistics (Institute of Education Sciences), “Table 1.2. Compulsory school attendance laws, minimum and maximum age limits for required free education, by state: 2017,” nces.ed.gov/programs/statereform/tab1_2-2020.asp; UCLA History, “United States History Content Standards,” 2024, phi.history.ucla.edu/nchs/united-states-history-content-standards/.

Philippine-American War and Occupation until Nineteen-Forty-Six (1946) will be referred to as PAWON.

Thesis

If teachers or students were to choose to use US History TREM created since 2005 for educational purposes about both the Philippine-American War and the American occupation of the Philippines until 1946, the information they would find varies significantly from providing little information at all to providing material that is adequate for the high school level. Some TREM address the atrocities committed by the United States in the Philippines while others excused them through the emphasis on imperialist rationality. In US History TREM, information about PAWON can be difficult to locate, and when it is found it is almost exclusively in the context of wartime or used to frame the internal imperialist vs. anti-imperialist debate in the United States government. Along the same vein, when PAWON is substantially mentioned, the TREM focuses on the suffering of Filipinos, and Filipinos are not provided with adequate personhood in narratives about them, which perpetuates misrepresentation of Filipinos. There is significantly less information provided about the American occupation of the Philippines than about the Philippine-American War. Due to the barriers within many US History TREM from the last twenty years to educate about the PAWON, some contribute to systematic misrepresentation and misunderstanding of United States history. Facts about American colonialism and imperialism are systematically downplayed, excused, or ignored within the United States.

The hypothesis for this study is: “The narratives (or lack thereof) about the Philippine-American War and subsequent occupation of the Philippines (1898-1946) by United States forces within modern high school-level US History Textbooks and Related Educational

Materials (TREM) created since the year 2005 downplay or excuse the harmful colonial and imperialist actions of the United States and perpetuate these narratives to American youth.” After analysis, I have concluded that this statement is true for the majority of US History TREM, despite some efforts made to counteract that harm.

Historical Description of the Philippine-American War and Occupation until 1946

The Philippine-American War emerged from the Treaty of 1898, which ended the Spanish-American War, saw Spain cede some of its colonial territory (Puerto Rico and Guam) to the United States, won Cuba its independence and allowed the US government to purchase the Philippines from the former colonial power. The United States paid Spain twenty million dollars in this exchange, demonstrating the purposefulness of US empire-building. The treaty was ratified in February 1899 with a single vote to push the Senate into the two-thirds margin, and was signed by President McKinley the following day. The imperialist-versus-anti-imperialist debate was fierce within the United States. Filipinos initially went along with the American efforts against the Spanish because of their already-lengthy struggle for independence which seemed possible with help from Americans, led by the likes of Jose Rizal and Andres Bonifacio with the Katipunan. Considering the goal of the Filipinos was independence in the first place, it is no surprise that fighting would break out when it was realized that one colonial power was swapped for another.

According to the US Department of State’s Office of the Historian and the Library of Congress, the war in the Philippines is in fact the Philippine-American War, while the Navy’s History and Heritage Command (NHHC) refers to it as the Philippine Insurrection.⁷ In fact,

⁷ “The Philippine-American War, 1899–1902,” Office of the Historian, accessed November 3, 2024, <https://history.state.gov/milestones/1899-1913/war>; “Philippine-American War: Topics in Chronicling America,”

while the NNNC's website has a longer list of dates marking events directly involving either victories by US troops or atrocities by the Filipino insurgents, the Library of Congress' website boils the war down to six key dates: "February 4, 1899: Emilio Aguinaldo officially declares war on US; February 5, 1899: Battle of Manila, first and largest battle of the war; March 31, 1899: American forces capture Malolos, the then capital; March 23, 1901: Aguinaldo is captured by US forces, led by General Frederick Funston; April, 1901: Aguinaldo makes peace with the US; June 16, 1902: US military rule of the Philippines ends."⁸ Both the Office of the Historian and NHHC admit to the conflict being one about establishing colonial rule, that 4,200 Americans and more than 20,000 Filipino combatants died, about 200,000 Filipino civilians died, and that torture and reconcentration measures were utilized by the United States, but not without also mentioning that it was violent on both sides.⁹ Murder of prisoners and civilians, rape, use of the water cure and other tortures, and aggravated assault occurred by Americans onto Filipinos, and those atrocities increased throughout the course of the war.¹⁰ Further, Filipino civilians were trapped in strictly controlled zones of protection for reconcentration measures by the American military.¹¹ Although fighting officially concluded in 1902, violence would continue for years to come by the likes of resistance fighters such as Macario Sakay, hanged in 1907.¹² I provide the resources

Research Guides, Library of Congress, accessed November 3, 2024, <https://guides.loc.gov/chronicling-america-philippine-american-war>; "Philippine Insurrection 1899–1902," Early 20th-Century Conflicts, Naval History and Heritage Command, accessed November 3, 2024, <https://www.history.navy.mil/browse-by-topic/wars-conflicts-and-operations/early-20th-century-conflicts/philippine-insurrection.html>.

⁸ "Philippine-American War: Topics in Chronicling America," Library of Congress.

⁹ "The Philippine-American War, 1899–1902," Office of the Historian; "Philippine Insurrection 1899–1902," Naval History and Heritage Command.

¹⁰ Richard E. Welch, Jr., "American Atrocities in the Philippines: The Indictment and the Response," *Pacific Historical Review* 43, no. 2 (May, 1974): 234, <https://www.jstor.org/stable/3637551>.

¹¹ Christina Twomey, "Chapter 2 Reconcentration and the Camp System: The Legacy of the Philippine-American War" in *Detention Camps in Asia*, (Brill, 2022).

¹² "Today in Filipino history, September 13, 1907, Macario Sakay was hanged," Primo Esteria, The Kahimyang Project, accessed November 3, 2024, <https://kahimyang.com/kauswagan/articles/599/today-in-philippine-history-september-13-1907-macario-sakay-was-hanged>.

provided by United States government agencies first because they are easily accessible resources which could be used in classrooms, but secondly because similar resources about what occurred in the Philippines following the Philippine-American War are absent.

Future president William Howard Taft was the first appointed governor of the Philippines. He opposed total military rule, insisted on judicial procedure in civil government, and opposed segregation, although he did not stop atrocities done to Filipinos.¹³ According to the White House, “Sympathetic toward the Filipinos, [Taft] improved the economy, built roads and schools, and gave the people at least some participation in government.”¹⁴ While that may be at least partially true; such is the standard minimum for democratic leaders.

The Philippine Organic Act of 1902 by the US Congress essentially established a Government of the Philippine Islands, complete with a supervising commission, Civil Governor and Vice-Governor, a list of rights and responsibilities, and that two years after the publication of the census and good relations, a general election would be held for a representative Philippine Assembly which would hold legislative power alongside the Commission (besides islands inhabited by Moros or other non-Christian tribes), amongst many other establishments.¹⁵

Colonial rule was explicitly racialized between Hispanicized Christians and non-Christian Muslim and tribal groups, although the Philippines did see relative success via collaborative efforts with various Filipino elites, emblemized by the census taken in 1903.¹⁶ Immense faith (but not resources) was placed upon colonial education between 1900 and 1934,

¹³ Jonathan Lurie, “Roosevelt and Taft in the Philippines, 1900-1904,” in *William Howard Taft: The Travails of a Progressive Conservative*, (Cambridge University Press, 2012): 48.

¹⁴ “William Howard Taft,” White House Historical Association, accessed November 3, 2024, <https://www.whitehouse.gov/about-the-white-house/presidents/william-howard-taft/>.

¹⁵ “The Philippine Organic Act of 1902,” 57th Congress of the United States of America, 1902, published by Official Gazette, GOVPH (Republic of the Philippines), accessed November 3, 2024, <https://www.officialgazette.gov.ph/constitutions/the-philippine-organic-act-of-1902/>.

¹⁶ Paul A. Kramer, *The Blood of Government: Race, Empire, the United States, & the Philippines*, (The University of North Carolina Press, 2006): 226-227.

which tried to quell nationalism, encouraged economic self-sufficiency and non-violence, and homogenize and assimilate Filipinos while remaining patriotic to the US; however, Filipinos reinterpreted their teachings as they worked towards their independence, gaining American education along the way.¹⁷ Coloma states how in the “Age of Empire” (1875–1914), Filipinos were regarded as degenerates and were compared to derogatory depictions of African Americans.¹⁸ Further, the “savage” Filipinos were regarded as needing support and discipline from their colonizers, and schools and curriculum in the Philippines were constructed to assimilate Filipinos into white American society as well as bestow academic and manual-industrial instruction (modeled after African-American education in the American South).¹⁹

In 1907, the Philippines’ first elected assembly convened. Act 1696 established in August of that year by the Philippine Commission prohibited the display of flags and similar objects which emblemized the Kaipunan and other rebellious groups; this was not repealed until 1919.²⁰ Manuel L. Quezon rose to be arguably the Philippines’ most important politician by 1922 as an incredibly influential and progressive man who advocated for independence and connected with Filipinos abroad.²¹ He supported Francis Burton Harrison for governor, who advocated for “Filipinization” in the 1910s.²² As Filipinos increasingly migrated to the United States in the

¹⁷ Adrienne Francisco, “From Subjects to Citizens: American Colonial Education and Philippine Nation-Making, 1900-1934” (PhD diss., UC Berkeley, 2015), 1, 154-157, <https://escholarship.org/uc/item/01x8n57g>.

¹⁸ Roland Sintos Coloma, “‘Destiny Has Thrown the Negro and the Filipino Under the Tutelage of America’: Race and Curriculum in the Age of Empire,” *Curriculum Inquiry* 39, no. 4 (2009): 496-497, doi.org/10.1111/j.1467-873X.2009.00454.x.

¹⁹ Coloma, “Destiny Has Thrown...” 500-514.

²⁰ “[Act No. 1696, August 23, 1907],” Philippine Commission, published by Supreme Court E-Library (Supreme Court of the Philippines), passed August 23, 1907, accessed November 3, 2024, <https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/28/17436>; “Act No. 2871, s. 1919,” Fifth Philippine Legislature, passed October 22, 1919, published by Official Gazette, GOVPH (Republic of the Philippines), accessed November 3, 2024, <https://www.officialgazette.gov.ph/1919/10/22/act-no-2871-s-1919/>.

²¹ William Gueraiche, “Manuel Quezon, Patron of the American-Filipino Community,” *Humanities Research on Southeast Asia* 12 (2008): 163-172, <https://doi.org/10.4000/monssons.1536>.

²² Rolando M. Gripaldo, “The Quezon-Osmeña Split of 1922,” *Philippine Studies* 39, no. 2 (1991): 158-159, <https://www.jstor.org/stable/42633241>.

1910s, the status of Filipinos changed in many seemingly contradictory ways. First, in 1912 with *Roa v. Collector of Customs*, Filipinos became entitled to the rights and privileges of American nationals, but, five years later, US immigration laws were declared to be inapplicable.²³ The 1916 Jones Law, acting as a new proto-constitution, represented a step towards Philippine sovereignty, establishing a Filipino-led House of Representatives and Senate as well as Philippine citizenship, amongst many other provisions.²⁴

There were some economic troubles in the Philippines at the turn of the 1920s.²⁵ In 1924, Filipinos were excluded from the Johnson-Reed immigration act to restrict travel to the United States, and the Philippines participated in its first Olympics.²⁶ That being said, radical communists or anti-imperialists were suppressed via “inter-colonial surveillance and cooperation, increased policing, mass imprisonment, and the outlawing of communist politics” in the 1920s-1930s.²⁷ The Tydings–McDuffie Act (1934) established a ten-year transition towards independence, allowing for supervised self-governance, as well as the implementation of a quota system on Filipinos seeking to immigrate.²⁸ Quezon won the 1935 presidential election by a landslide victory over Aguinaldo. In 1938 the Commonwealth of the Philippines officialized.

World War II completely altered how the United States used and treated the Philippines. In the same twenty-four hour period as Pearl Harbor, the Philippines were attacked by Japanese forces. Under the direction of Douglas MacArthur, inadequately trained troops fought diligently

²³ F.V. Aguilar, “Report on Citizenship Law: Philippines,” *European University Institute*, 2017, <https://cadmus.eui.eu/handle/1814/45147>.

²⁴ Aguilar, “Report on Citizenship Law: Philippines.”

²⁵ Gripaldo, “The Quezon-Osmeña Split of 1922,” 164.

²⁶ Office of the Historian, “The Immigration Act of 1924 (The Johnson-Reed Act),” accessed November 14, 2024, <https://history.state.gov/milestones/1921-1936/immigration-act>; Olympics.com, “Philippines Profile,” accessed November 14, 2024, <https://olympics.com/en/paris-2024/profile/philippines>.

²⁷ Colleen Woods, “Seditious Crimes and Rebellious Conspiracies: Anti-communism and US Empire in the Philippines,” *Journal of Contemporary History* 53, no. 1 (2018): 61, <https://www.jstor.org/stable/26416678>.

²⁸ National Archive, “Restricting Immigration from Asia and the Pacific, 1870s to 1950s,” accessed November 14, 2024, <https://www.archives.gov/research/aapi/immigration>.

but were forced to the Bataan peninsula and the fortress on the island Corregidor. After months of starved fighting, the United States' last hold in the Pacific ended on May 6, 1942. What followed was the Bataan Death march of Filipino and American soldiers to a prison camp more than 60 miles away. More than 20,000 died, mostly Filipinos. The Japanese occupied the Philippines until almost the end of the second World War. Filipinos experienced atrocities such as assault, torture, murder, and plundering, as well as zonation.²⁹ The US slowly regained the Philippines through island hopping. 3,785 Allied civilian prisoners of war were imprisoned for over three years at Santo Tomas University, and when American soldiers arrived in the area in February 1945, Japanese soldiers began killing: in a month-long struggle, about 100,000 people died, mostly civilians.³⁰

1946 was an incredibly important year for Filipinos. The Rescission Act reclassified the status of Filipino veterans and they were subsequently denied GI Bill benefits.³¹ On July 4, President Truman proclaimed the Philippines independent.³²

Christina Klein described how in the mid-20th century, literature and art about Americans exploring Asia and the Pacific in the United States proliferated and surged in popularity.³³ Klein, through a model of “cultural hegemony” explains how while the US was expanding its reach in Asia and the Pacific, American audiences became increasingly culturally

²⁹ Cecilia I. Gaerlan, The National WWII Museum, “Liberation of the Philippines 1945,” published September 1, 2020, accessed November 14, 2024, <https://www.nationalww2museum.org/war/articles/liberation-of-philippines-cecilia-gaerlan>.

³⁰ Gaerlan, “Liberation of the Philippines 1945.”

³¹ The Filipino Veterans Recognition and Education Project, “Our Mission,” accessed November 14, 2024, <https://filvetrep.org/our-mission/>; Dawn B. Mabalon, Filipino American National Historical Society, “The Significance of 1946 for Filipina/o Americans,” accessed November 14, 2024, <http://fanhs-national.org/filam/about-fanhs/the-significance-of-1946-for-filipinao-americans/>.

³² Harry S Truman, “Proclamation 2695—Independence of the Philippines,” July 4, 1946, published online by The American Presidency Project, accessed November 14, 2024, <https://www.presidency.ucsb.edu/node/230894>.

³³ Christina Klein, “Introduction,” in *Cold War Orientalism: Asia in the Middlebrow Imagination, 1945-1961*. (Berkeley: University of California Press, 2003): 11.

invested in those areas as well.³⁴ Such Orientalism contributed to the rise of the United States as a global power in the context of the Cold War. This phenomenon was solidified by “middlebrow intellectuals” who supported notions such as, but not limited to, embracing ideals of tolerance and inclusion (of non-Communist Asians).³⁵

I have chosen to provide so much detail about the PAWON because so little is provided in the US History TREM. The truth is that the history of the American occupation of the Philippines is American history itself. It is strangely difficult to find easily accessible information online which succinctly explains the American occupation until 1946. There are books and academic articles available, of course- but those are not always available to students and teachers. Further, it would be important to study American history in the Pacific because today it is both culturally and politically relevant, as it was at the time of occupation.

Literature Review

Textbooks are frequently used in US History classrooms, and if a teacher elects to not use them, digital materials are used to supplement their lessons.³⁶ Some research on the depiction of Asian Americans and other people of color in American textbooks has been conducted. In summary, the literature concludes that while some progress has been made towards social justice regarding representation of marginalized groups and their history, major adjustments need to be made to more accurately and effectively describe events and lives of people of color in particular.

³⁴ Klein, “Introduction,” 12-15.

³⁵ Klein, “Introduction,” 17.

³⁶ John F. Wakefield, “Textbook Usage in the United States: The Case of U.S. History,” International Seminar on Textbooks, April 2006, <https://files.eric.ed.gov/fulltext/ED491579.pdf>.

One study by Okiyoshi Takeda, a content analysis of Asian Pacific Americans within twenty-eight undergraduate American Government textbooks by Okiyoshi Takeda, most aligns with my research.³⁷ He confirmed in his findings that Asian Pacific Americans are marginalized in the textbooks despite their increasing population and political activity.³⁸ This aligned with other studies done on introductory college textbooks discussing other marginalized groups, especially women but also racial groups such as African Americans and Native Americans.³⁹ The areas which this study surveyed were index entries, page numbers, the percentage of pages in which Asian Pacific Americans were mentioned, Asian Pacific Americans seen in images, the “Civil Rights Chapter,” Asian Pacific Americans in Congress, and what events and individuals were mentioned.⁴⁰ Takeda then provides suggestions for improvement, such as for textbook authors to actually research Asian Pacific Americans or contact scholars who specialize in that area, to collaborate with such scholars to write textbooks, and to write American Government textbooks specifically about race and ethnicity.⁴¹ Although there are several similarities between Takeda’s research and my own, there are some key differences. First, the texts being studied are different by education level, subject, and content: Takeda’s study was exclusively on American Government textbooks and those at the undergraduate level, while I am examining high school-oriented American History textbooks as well as related educational materials. Also, the lens of my study is more focused on the effects of colonialism and imperialism than Takeda’s, which he

³⁷ Okiyoshi Takeda, “A Forgotten Minority? A Content Analysis of Asian Pacific Americans in Introductory American Government Textbooks,” *S: Political Science & Politics* 48, no. 3 (2015: 430–39), doi.org/10.1017/S1049096515000190.

³⁸ Takeda, “A Forgotten Minority?” 435.

³⁹ Takeda, “A Forgotten Minority?” 431.

⁴⁰ Takeda, “A Forgotten Minority?” 433, 435.

⁴¹ Takeda, “A Forgotten Minority?” 435-437.

does not mention at all. Further, I am focusing more on colonialism and imperialism in the Philippines rather than specifically on Philippine-Americans.

Another study which very closely aligns with my goals is a content analysis study accomplished via computational natural language processing (lexicon-based data analysis) of fifteen of the most widely used high school history textbooks in Texas by Lucy, Demszky, Bromley, and Jurafsky.⁴² Their research questions involve how much space is provided to different groups, how different groups are described, what prominent topics are in relation to groups of people.⁴³ They conclude that Latinx people are barely represented at all, women and Black people are usually discussed in stereotypical contexts, racial minorities are generally discussed in the context of whiteness, and more conservative counties purchase less diverse textbooks, but not by much.⁴⁴

Our research differs in a few key ways. Firstly, I focus on how textbooks discuss a single topic rather than representation throughout the textbooks and educational materials. Thirdly, Lucy, Demszky, Bromley, and Jurafsky hardly mention Asians within all in their research and findings, while that is exactly the demographic I am studying.

A third study by James P. Kelly and Roger C. Aden which closely aligns the current study is an analysis of the coverage within nine high school-level US history textbooks on thirteen events committed by the federal government which directly targeted racial or ethnic minority groups and aimed to diminish the rights and presence of those groups.⁴⁵ Interestingly,

⁴² Li Lucy, Dorottya Demszky, Patricia Bromley, and Dan Jurafsky, "Content Analysis of Textbooks via Natural Language Processing: Findings on Gender, Race, and Ethnicity in Texas U.S. History Textbooks," *AERA Open*, 6 (3) 2020, doi.org/10.1177/2332858420940312.

⁴³ Lucy, Demszky, et al, "Content Analysis of Textbooks via Natural Language Processing," 4-7.

⁴⁴ Lucy, Demszky, et al, "Content Analysis of Textbooks via Natural Language Processing," 14.

⁴⁵ James P. Kelly & Roger C. Aden, "Perpetuating the Past: U.S. High School History Textbooks and Systemic Racism," *Journal of Applied Communication Research* 50, no. 3 (2022: 239), 10.1080/00909882.2022.2083416.

the focus of this study is how textbooks act as artifacts of collective memory to perpetuate racism and whiteness through their construction of the past, considering textbooks' status as authoritative sources of information for young people to learn from.⁴⁶ They concluded that the textbooks omitted, minimized, or "severed" the federal government's actions against racial and ethnic minorities through methods such as but not limited to: avoidance, dehumanizing language, and passing off actions as the fault of something else.⁴⁷ Kelly and Aden also noted, however, that some textbook authors have taken tentative steps toward equity through the acknowledgement of racism and white supremacy movements.⁴⁸ Their results also inform my predicted results. The differences between my research and this study are similar to the differences mentioned for the previous two studies.

Next: a study on the experiences of Philippine-American college students teaching seventh graders with *Pinoy Teach* (a Philippine and Filipino American history and culture-focused curriculum) by Patricia Espiritu Halagao concluded that the students to whom she spoke experienced various emotional reactions to the information they learned as their perspectives altered.⁴⁹ Halgao acknowledged the significance of a multi-perspective curriculum on student experience, while at the same time noting the absence of Filipino Americans (and other American-Asians) in particular in the K-12 social studies curriculum. Since non-critically analyzed portrayals of people of color and content in social studies curricula can be harmful, she demonstrated the importance of studying how students of color experience transformative and

⁴⁶ Kelly and Aden, "Perpetuating the Past," 238.

⁴⁷ Kelly and Aden, "Perpetuating the Past," 240-247.

⁴⁸ Kelly and Aden. "Perpetuating the Past," 248.

⁴⁹ Patricia Espiritu Halagao, "Holding Up the Mirror: The Complexity of Seeing Your Ethnic Self in History," *Theory & Research in Social Education* 32, no. 4 (2004: 459-483), doi-org.proxy.lib.uni.edu/10.1080/00933104.2004.10473265.

multicultural education.⁵⁰ Interestingly, the subjects of the study arrived with limited knowledge and colonial perspectives, and had to grapple with contradictions they faced in the transformative curriculum within *Pinoy Teach*.⁵¹ In particular they struggled with “us-versus-them” perceptions of Philippine-American history. They also struggled with sorting themselves into ethnic and self-identities.

Ultimately these students found a greater sense of community and empowerment through teaching. Recognizing this, Halagao suggests that educators scaffold multicultural education with connections to diverse prior knowledge, aid students’ processing of “cultural collisions,” include the history of students, and “Link Ethnic History to Social Action.”⁵² Considering *Pinoy Teach*’s acknowledgement of Spanish-American colonialism and imperialism in the Philippines, Malegao’s study and perspective greatly complements the research I am pursuing. How my research will differ from hers is that I will analyze what modern US textbooks teach about the Philippines and Filipinos, rather than what the impacts are on students who study and teach curriculum designed specifically to question contemporary perspectives of Philippine history. Furthermore, I am analyzing texts from the two decades after Malegao’s study was published (2004).

These challenges are also manifest in a number of other contributions about Ethnic and Asian studies and literature. Through portraiture, Edward R. Curammeng studies the perspectives of two teachers, a Pinay (Filipina) woman and Filipino man, on Ethnic Studies (the interdisciplinary study of the contexts and communities of minorities).⁵³ He concludes that

⁵⁰ Halagao, “Holding Up the Mirror,” 460, 461.

⁵¹ Halagao, “Holding Up the Mirror,” 4467-773.

⁵² Halagao, “Holding Up the Mirror,” 473-478.

⁵³ Edward R. Curammeng, “Knowing Ourselves and Our Histories: What Ethnic Studies Offers Teacher Education,” *Teacher Education Quarterly* 49, no. 3 (Summer 2022: 27–47), [search-ebscohost-com.proxy.lib.uni.edu/login.aspx?direct=true&db=eft&AN=158616937&site=ehost-live](https://search.ebscohost.com.proxy.lib.uni.edu/login.aspx?direct=true&db=eft&AN=158616937&site=ehost-live).

Ethnic Studies provides understandings not otherwise bestowed in teacher education which are important and helpful for connecting with students of various races and ethnicities beyond the positions of being people of color. Curammeng also highlights the active role of Ethnic Studies in challenging systems of power and changing society. In another article, discussing the importance and impact of an Asian American history course at the University of Michigan, Scott Kurashige concluded that such narratives pertaining to race and ethnicity, class, and immigration are key to understanding status within American society.⁵⁴ He outlined methods that he has utilized in this class: analyzing multiple perspectives, acknowledging and exploring radical politics in modern history, recognizing the variety of “Asian American” identities, detailing the imperial causes which led to conflict and immigration, and showing evidence for deliberate anti-Asian sentiments. Kurashige also acknowledged the lack of instruction covering Asian-American history in general at all levels of education.⁵⁵ Also, Charity Gamboa Embley concluded that school libraries lack literature pertaining to or containing characters who are Asian American, and especially those who are Filipino.⁵⁶ She stated, furthermore, that increased access to literature about and by Filipinos will grow awareness of Filipino perspectives and allow Filipino-Americans to be more comfortable within American society.

As famously described by James W. Loewen, history teaching is dominated by textbooks which lack displays of relationship between the past and present as well as satisfactory descriptions of figures and stories from marginalized groups, but have an overabundance of (sometimes inaccurate) facts to be memorized and forgotten.⁵⁷ Loewen describes the

⁵⁴Scott Kurashige, “Exposing the Price of Ignorance: Teaching Asian American History in Michigan,” *The Journal of American History* 93, no. 4 (2007): 1178–85, doi.org/10.2307/25094608.

⁵⁵ Kurashige, “Exposing the Price of Ignorance,” 1180, 1181.

⁵⁶ Charity Gamboa Embley. "K-12 Literature with a Filipino Flavor," *Teacher Librarian* 47, no. 4, (Apr. 2020: 18-19).

⁵⁷ Loewen, *Lies My Teacher Told Me*, 13-17, 272.

phenomenon of “heroification” of significant American figures, like Columbus and the Pilgrims, and the consistent emphasis on “progress” and exceptionalism of the United States.⁵⁸ Further, describes how textbooks inaccurately portray indigenous people and downplay racism, antiracism, causes of socioeconomic inequality, and the impacts of recent history.⁵⁹ Such textbooks negatively affect students, especially those of color.⁶⁰ In a framework of transnationality, Roland Sintos Coloma suggests, “As ‘American curriculum studies’ sets its scholarly sights and sites outside of the United States... it must grapple with the history and ongoing operation of U.S. imperialism and education.”⁶¹

Following the analysis of generally contradictory perspectives contained within American world history textbooks from the interwar period (1919-1938), Jiyoung Kang concluded that despite the fact that some contemporary textbook authors demonstrated good intentions to showcase Asia in a positive manner, they were still influenced by rampant Orientalism and racism.⁶² She acknowledged that during the interwar period, studies about Asia were neglected in schools. Following World War I, the intellectual trend of Americanism and the intense focus on democracy led to textbooks omitting Asian history or demonstrating the European triumph over Asia.⁶³ Some textbook authors attempted to educate students on Asia to promote international understanding and even to fight anti-Asian sentiments.⁶⁴ However, those textbooks still contained language which described Asians as inferior or backward, poverty-

⁵⁸ Loewen, *Lies My Teacher Told Me*, 19-97, 255-270.

⁵⁹ Loewen, *Lies My Teacher Told Me*, 99-253.

⁶⁰ Loewen, *Lies My Teacher Told Me*, 12, 289.

⁶¹ Coloma, “Destiny Has Thrown...” 498.

⁶² Jiyoung Kang, “Not Inferior But Backward: Representation of Asia in U.S. World History Textbooks During the Interwar Period,” *American Educational History Journal* 47, no. 1-2 (2020: 85+), link.gale.com/apps/doc/A637504056/AONE?u=uni_rodit&sid=googleScholar&xid=fd606b2b.

⁶³ Kang, “Not Inferior But Backward,” 87,

⁶⁴ Kang, “Not Inferior But Backward,” 88.

stricken, undemocratic, irrational, stagnant, and only progressing with the help of European powers.⁶⁵ While Kang's analysis of the textbooks themselves is comprehensive, the article would have benefited from placing the literature into more context than was provided. For example, the article would have been more understandable if what nations "the East" consisted of in the minds of Americans in the interwar period was explained. Kang's article provides context for my own work.

Methods

I have analyzed each TREM via investigative questioning and recorded the findings via a written response for each TREM in a spreadsheet. The questions used in this process are listed in Appendix A. As described in the Analysis section, a free word processing software was used to determine the words most commonly used in the titles and headings of the sections in the TREM discussion the PAWON.

Description of each TREM

Due to the variety of formats and forms that the TREM take, I do believe it worth the time to briefly describe them prior to discussion of how they describe the PAWON. Only two TREM have overlapping publishing companies, and in fact each TREM are distinctly different from each other. Further, with these descriptions, my results of this study can be more easily replicated.

Of the eleven TREM I analyzed, five were actual, traditional textbooks, four of which I accessed physically. All of these contain explanatory passages organized semi-chronologically

⁶⁵ Kang, "Not Inferior But Backward, 93-96.

by era per chapter, interspersed with graphics, images, and some extra material such as quiz or short essay questions. *Outline of U.S. History* was found online as a PDF. This TREM was unique due to its relatively short length and its publication by none other than the US Department of State.⁶⁶ Anecdotally, when I was studying abroad outside of the United States in the summer of 2024, I was actually unable to access *Outline of U.S. History*. The editions of *The American Journey* (Glencoe, McGraw Hill, National Geographic, and TIME) and *America: History of Our Nation* (Prentice Hall, Pearson) which I had access to were teacher's editions, and my copy of *United States History* (Pearson) was the student edition.⁶⁷ As the title implies for *America: A Narrative History*, it does not read as a traditional textbook but rather as a large story of history, although it is intended for student and teacher use.⁶⁸

The video series created by CrashCourse, "US History," is published on YouTube and contains forty-nine videos. According to its playlist, the series is based on the 2013 AP US History curriculum.⁶⁹ This video series is astronomically popular, especially with students and teachers: the playlist itself has 54,433,823 views, with each video ranging from one and a half to ten million views. The CrashCourse channel is one part of the larger organization, Complexly, which produces a wide variety of video content, also largely available on YouTube. Complexly was founded by brothers John and Hank Green and is affiliated with their other company, Hank and John, both of which produce a variety of other digital content as well as books, products, and charity events. I have explained the purpose of reaching this point: the large Hank and John

⁶⁶ Alonzo L. Hamby, *Outline of U.S. History*, (United States Department of State, 2005).

⁶⁷ Joyce Appleby, et al., *The American Journey*, (McGraw-Hill Companies, 2007); James West Davidson and Micheal B. Stoff, *America: History of Our Nation*, (Pearson Education, Inc., 2009); Emma J. Lapsansky-Werner, et al., *United States History*, (Pearson Education, Inc., 2016).

⁶⁸ George Brown Tindall and David Emory Shi, *America: A Narrative History*, ninth edition, (W. W. Norton & Company, 2013).

⁶⁹ John Green and Raoul Meyer, CrashCourse, "US History," playlist published on YouTube, accessed December 16, 2024, <https://www.youtube.com/playlist?list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>.

fanbase is called “nerdfighters,” and the Nerffighteria Wiki is where I found transcripts for each of the CrashCourse videos which could be more easily searched through.⁷⁰

The *American Yawp* is a relatively well-known textbook, known for being a collaborative work which is free online and is in the Creative Commons.⁷¹ It is supported by Stanford University Press and although it has dozens of editors and contributors, its primary editors are Joseph Locke (University of Houston-Victoria) and Ben Wright (University of Texas at Dallas).⁷² This textbook is actually presented as a web page, linked to a series of other web pages containing the textbook material. For research purposes, I have chosen to use the 2015-2016 archived edition of the *American Yawp* to attain a wider breadth of sources between 2005 and 2024.⁷³ This TREM is technically meant for college-level history courses, but because it is meant to be adapted, and this text would be suitable for AP-level US History in particular as an equivalent, I have decided to include this TREM for analysis.⁷⁴

Upon first glance at the Digital History website, one might be surprised to find the ample resources available which tell the story of the United States due to the simpleness of the web design.⁷⁵ The “Search and Site Map” tool is what allowed me to find the extent of the information about PAWON that I might not have initially discovered. From that search page, one will find that the website contains extensive timelines, proto-textbook pages, multimedia primary

⁷⁰ “crashcourse: CrashCourse US History,” Nerdfighteria Wiki, accessed December 16, 2024, <https://nerdfighteria.info/cat/143/>.

⁷¹ The *American Yawp*, accessed December 16, 2024, <https://www.americanyawp.com/>.

⁷² “Contributors,” the American Yawp, accessed December 16, 2024, <https://www.americanyawp.com/contributors.html>.

⁷³ “AY: 2015-2016 Archive,” the American Yawp, accessed December 16, 2024, https://www.americanyawp.com/text_2015-2016//.

⁷⁴ “About,” the American Yawp, accessed December 16, 2024, <https://www.americanyawp.com/about.html>.

⁷⁵ S. Mintz and S. McNeil, Digital History, published 2018, accessed December 16, 2024, from <http://www.digitalhistory.uh.edu>.

source documents, images, and recordings, virtual exhibitions, quizzes, and even lesson plans.⁷⁶ This website is supported by the College of Education at the University of Houston and appears to be primarily influenced and created by Steven Mintz (University of Texas at Austin) and Sara McNeil (University of Houston).⁷⁷

The online textbook “EPISD 2019-2020 US History” is a “FlexBook” created by the El Paso Independent School District (EPISD) US History Team and published on the organization CK-12’s site. This TREM is meant to be aligned to the Texas TEKS and used in early high school.⁷⁸ CK-12 is a non-profit that supports free educational materials and resources⁷⁹. Their school district serves more than forty-nine thousand students (although that’s not even in the top ten largest in Texas).⁸⁰ This TREM is unique in a couple ways: 1) it is an amalgamation of many sources of information (including various professional or semi-professional web sources and videos, importantly including from CrashCourse), and 2) it only covers information from the Gilded Age forward in time, rather than covering the majority of US history. At a glance one may think that the latter should technically disqualify it from consideration; however, those earlier eras are covered in the 8th grade US history textbook published by EPISD, and it is clear that the textbook this article analyzes is meant to be an extension of the same material.⁸¹ The first is what makes this TREM such a vital piece for analysis because it provides insight into

⁷⁶ S. Mintz and S. McNeil, “Search and Site Map,” *Digital History*, published 2018, accessed December 16, 2024, <https://www.digitallhistory.uh.edu/sitesearch.cfm>.

⁷⁷ S. Mintz and S. McNeil, “Credits,” *Digital History*, published 2018, accessed December 16, 2024, <https://www.digitallhistory.uh.edu/credits.cfm>.

⁷⁸ “EPISD 2019-2020 US History,” by EPISD US History Team, published with CK-12, accessed December 16, 2024, <https://flexbooks.ck12.org/user:3d76c1256888/cbook/episd-2019-2020-us-history/>.

⁷⁹ “Meet the Team,” CK-12 Foundation, accessed December 16, 2024, https://info.ck12.org/team?_gl=1%2A1eqq5y0%2A_gcl_au%2AMTA3NjIzNzc5Ny4xNzMwNTI4NDE1%2A_ga%2AMTM5MjA1MzEwMi4xNzMwNTI4NDE1%2A_ga_7PBE4L0PZZ%2AMTczMDUyODQxNS4xLjEuMTczMDUyODY3Ni41Ni4wLjE3MTY4NTY0NjE.

⁸⁰ “Home,” El Paso ISD, accessed December 16, 2024, <https://elpasoisdtx.sites.thrillshare.com/>.

⁸¹ “EPISD 8th Grade U.S. History 2020-2021,” EPISD SS 2018, published with CK-12, accessed December 16, 2024, <https://flexbooks.ck12.org/user:3d76c1256888/cbook/EPISD-8th-Grade-US-History-2019-2020/>.

educational innovations possible in the modern internet age to use information from a variety of sources.

Students of History's "American History Online Textbook" is a free online textbook meant to be followed along with a curriculum which can be accessed via subscription. For the sake of this research, only the textbook and not the curriculum are being considered. Similar to the *American Yawp*, this textbook is actually presented as a web page, linked to a series of other web pages containing the textbook information. Each of those pages has an audio recording of the passage to which readers can listen. Its strength and limitations are explicitly stated in the textbook's Book Home: "The articles are not intended to be a complete overview of all of American History. However, these can certainly be used as a free online textbook for your social studies classroom. Additional sources are recommended to fill in the gaps and provide context for each era.... Each of these articles is based on a variety of state standards, including the NY Regents, TEKS, and others. The textbook aligns with my curriculum and interactive notebook activities and is perfect for your 8th grade through 11th grade students."⁸² Regarding this warning of lack of content, one question which I hope to answer in this paper is how much responsibility TREM should bear in regard to the educational experience of students and teachers. Students of History appears to be the brainchild of former teacher Luke Rosa, who also appears to be Students of History's primary operator and likely author, although it is not explicitly stated how much he did or did not write of the US. History textbook and the two others offered on the site.⁸³

⁸² "American History Online Textbook," Students of History, accessed December 16, 2024, <https://www.studentsofhistory.com/us-history-textbook>.

⁸³ "About Students of History," Students of History, accessed December 16, 2024 at <https://www.studentsofhistory.com/pages/about-us>.

The content of PBS LearningMedia’s digital “U.S. History Collection” is organized by both era and skills, such as analyzing primary sources and multiple perspectives and understanding the diversity of human experience.⁸⁴ Each resource consists of either a video and provided supporting questions; a media gallery with descriptions and some context provided; or an interactive lesson, fleshed out with its own videos, questions, and tools for students to input answers which can be sent directly to their teachers. All of these are directed at grades nine through twelve, although some are adapted to be suitable for middle and high school. Moreover, the resources all connect to specific national and state standards. By the nature of its formatting, “U.S. History Collection” cannot cover every topic covered by standard textbooks, but in my professional opinion, it does enough to be included in the TREM category. That being said, for the sake of this research I am only considering PBS LearningMedia content which is included in this specific collection of resources, although there might (somehow) be more about the PAWON. PBS LearningMedia is a content organization created by PBS and WGBH, very recognizable broadcasting, journalism, and educational companies.

Analysis

Following analysis of investigative questioning of high-school level US History TREM about the PAWON, results proved similar to other research. There are structural obstacles in many TREM to find information about the PAWON, and the American occupation of the Philippines in particular. Further, TREM depictions contribute to the military-industrial complex, focus on suffering and lack of autonomy of Filipinos, and some even provide justifications for colonization.

⁸⁴ “U.S. History Collection,” PBS LearningMedia, accessed December 16, 2024 at <https://thinktv.pbslearningmedia.org/collection/us-history-collection/home/>.

One unexpected obstacle comes from the textbooks themselves. Indexes are often unreliable and are not really standardized in terms of format and in regard to which pages should be included when a term is mentioned. Even if the Philippines was mentioned within indexes, page titles, or headings, Filipinos were never provided such recognition. The amount of pages and amount of times that the Philippines and Filipinos were mentioned throughout the TREM varied significantly proportionally to their size, across time published. For example, *Outline of U.S. History*, published 2005 with 331 pages of content, mentions the Philippines on ten pages total and the word “Philippines” mentioned seventeen times, while the Students of History “American History Online Textbook,” seemingly up-to-date in 2024, mentions the word “Philippines” on four pages and uses the word eight times. The latter contains significantly less content in total, but such a lack of content cannot be attributed to the TREM’s size because it does expand thoroughly on other topics that are subjectively similar in theme,⁸⁵ but perhaps rather because of a lack of awareness by the author about the PAWON. Even if inconveniences such as difficult or evasive search features, inaccurate indexes are not intentional, they act as micro-barriers to information about the PAWON. Outright lack of information is much more of a barrier.

The unit, chapter, or section titles that the PAWON was primarily contained within were those about the Spanish-American War and World War II. The prior always involved information about fighting in Cuba, and often included information about the acquisition of Hawaii in proximity to the Spanish-American War. That being said, the conflict in Cuba was usually the primary focus of the Spanish-American War while discussion of the Philippines was usually correlated with internal American conflict between the imperialists and anti-imperialists

⁸⁵ “Japanese American Nisei Soldiers in WW2,” Students of History, accessed December 10, 2024 at <https://www.studentsofhistory.com/the-american-nisei-regiments>.

in the United States government. Clearly, the Philippines being focused on almost entirely in the context of wartime is a symptom of and a perpetuation of the military-industrial complex of the United States. The focus on the American “victory” in the Philippine-American War rather than the oppression of the Filipino people which could portray the United States negatively is not a coincidence.

For each TREM, I wrote down the chapter, unit, and page titles, as well as the headings and subheadings in which the Philippines and Filipinos were mentioned specifically involving the PAWON. To understand what language is used to organize the PAWON, I shifted through those words and phrases in these titles and headings to create a cumulative amalgamation of text which excludes the terms “chapter,” “unit,” “section,” “CrashCourse US,” denotations of figures labeled, punctuation marks to separate the terms, the periods in “U.S.,” and lastly chapter, unit, section, and page numbers. See Appendix B for that body of text. That was then fed into the WordCounter program by DataBasic.io to determine the most common words and phrases within it.⁸⁶ It is important to emphasize: this was not a perfect scientific exercise but rather a process to find some obvious patterns.

From these results, it became clear that by far the most common word used in the TREM to organize the PAWON was “war.” Following in frequency were “world,” “[the] Philippines,” “World War II,” and “[the] Pacific.” Appendix C shows the remaining top words, bigrams, and trigrams. The correlation of American involvement in the Philippines with war is important to consider when discussing how conflict understood as war is presented and interpreted. Prominently, the Philippines is at its most relevant in times of war, and at its least outside of times of conflict. Between the initial Spanish-American War and the following Philippine-

⁸⁶ “WordCounter,” DataBasic.io, accessed November 2, 2024. <https://databasic.io/en/wordcounter/#paste>.

American War, and then the second World War, American involvement in the Philippines is associated with battles, death, and conflict, even between government leaders about the topic of imperialism. Regarding imperialism- that term as well as “empire” appeared less in the titles and headings than predicted.

The extent that the Philippine-American War was explained in the selected TREM was fairly small in general, but truthfully the extent of explanation varied significantly. In some of these sources, like *America: History of Our Nation*, “American History Online Textbook,” and “U.S. History Collection,” they barely mention the Philippine-American War, providing a handful of sentences and mentions. By far the most thorough description of the Philippine-American War is provided by *Digital History*.⁸⁷ Torture was also mentioned in its textbook entry for the Philippines, but not in such a graphic manner. It described the motivations of the United States, the extent of the violence, how Filipinos resisted, and how the war slowly fizzled out. Facts and figures are provided. The majority of TREM provided the most essential (and no more than the most essential) narratives for the history of the acquisition of the Philippines and the independence insurrection. Further, they primarily focus on the context of the war, the actions of the US government, and importantly many of the held attitudes towards the war rather than the conflict itself. Important dates in the Philippine-War were rarely given by any TREM if at all but only in the context of the insurrection movement, and little to nothing afterwards. The only Filipino mentioned— again, if at all— was Emilio Aguinaldo. That extends beyond the PAWON; Aguinaldo was the only Filipino mentioned by name in the entirety of the TREM. That is not enough to provide Filipinos with actual representation and autonomy over their personhood and humanity. This is especially imperative to consider in the context of colonization and

⁸⁷ S. Mintz and S. McNeil, “The Philippines,” *Digital History*, published 2018, accessed December 16, 2024, https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3161.

imperialism, wherein subjugation involved othering and dehumanization of native peoples. Further, Aguinaldo's capture was the instigation of the end of the Philippine-American War; to make it clear, the only Filipino mentioned by name is one who lost to American forces, and that point is often emphasized in the TREM. Americans, such as General Dewey, Governor Taft, and later General MacArthur are given significantly more autonomy and personhood. General MacArthur is often even quoted as saying, "I shall return" regarding Japanese occupation.

One TREM, *America: A Narrative History*, stood out to me in my data collection process for its description of the Philippine American War. The primary focus was on the difference of opinions of United States' politicians, the efforts of the anti-imperialists as well as the reasoning for the US's hypocrisy. Not much was said about the actions of the Filipinos other than that they did resist. What was most interesting was graphic descriptions of the "water cure:" a form of torture used by American soldiers against Filipinos. A picture of a person being tortured was included. While one may appreciate the honesty, it could also be seen as insensitive, disheartening, or (re-)traumatizing to focus so much on the suffering of the Filipino people. Torture was glancingly mentioned in a few other TREM.

The TREM largely attempted to use neutral, academic language to describe the actual acquisition of the Philippines. The word "attempted" here should be emphasized because the opinions of the TREM authors definitely came through in several of the TREM. *America: A Narrative History* and CrashCourse's "US History" framed the acquisition the most negatively, the prior focusing on the absurdity of imperialists, the wise words of anti-imperialists, and a concentration on how much the Filipino people suffered at the hands of the Americans. "US History" emphasized that it was a wrongdoing of the United States, even acknowledging that the positive "modernization" of the Philippines was not enough to counteract the "subordination" of

locals.⁸⁸ In general, a common thread amongst the TREM that mentioned treatment of the Filipinos at all was that they described it as harmful or severe.

Positive language towards the American acquisition of the Philippines occurred while describing a few key things: when describing the American victory in the Spanish-American War, when improvements by the American government in the Philippines after the acquisition are mentioned, and when the rationale of the imperialists is given more attention or when imperialism is justified by the TREM. The last point is primarily true for *United States History* and “U.S. History Collection.” The following is a quote from *United States History* which demonstrates this point:

In an 1899 interview, President McKinley explained, 'We could not give [the Philippines] back to Spain- that would be cowardly and dishonorable.' He believed that American had no choice but to 'take them all, and to educate the Filipinos, and uplift and civilize... them.' McKinley's imperialist supporters presented similar reasons for maintaining control of the Philippines. They argued that the United States had a responsibility to govern the Filipinos. They reasoned that the islands represented a valuable stepping stone to trade in China. They warned that if the United States gave up the Philippines, other nations would take control of them. Anti-imperialists, including William Jennings Bryan and Mark Twain, rejected these arguments. In 1899, a large group of anti-imperialists formed the Anti-Imperialist League. The league condemned imperialism as a crime and attacked it as 'open disloyalty to the distinctive principles of our government.' The debate reached its climax in the U.S. Senate, where senators

⁸⁸ John Green and Raoul Meyer, CrashCourse, “American Imperialism: Crash Course US History #28,” published Sep 5, 2013, accessed December 16, 2024, <https://youtu.be/QfsfoFqsFk4?si=3yQ2XoBodwebTmvV>.

had to consider ratifying the Treaty of Paris. In February 1899, the Senate voted 57 to 27 in favor of the treaty. By a single 'yes' ballot, the vote met the two-thirds majority necessary to ratify the treaty. Although the military conflict had been expensive, its economic effects on the United States were mainly about the war's effects among the U.S. business community than in Congress. The acquisition of Puerto Rico, Guam, and the Philippines gave the U.S. Navy secure bases and coaling stations for its ships. The westward move of American power and influence was desired by farmers and industrialists who saw Asia, and China especially, as an untapped market for their goods.⁸⁹

On the same page, the acquisition of the Philippines is literally mentioned as a “pro” of the Treaty of 1898. Rather than focusing on the Philippine-American War itself, most of the TREM rather focused on the imperialist-versus-anti-imperialist debate in the internal United States. Usually, the anti-imperialist position is about equal representation; for example, both *The American Journey* and *America: History of Our Nation* contain short answer questions about two primary source quotations explaining the position of either side.⁹⁰

Generally, the TREM attempted to frame the acquisition of the Philippines as an afterthought, or perhaps the sequel of the Spanish-American War. It is clear in the TREM that the Spanish-American War is the cause of the Philippine-American War, and there is a large focus on the debate about what to do between the imperialists and anti-imperialist about what to do about the Philippine islands after they seemingly fell into the laps of the United States. This attitude is most clear in *Outline of U.S. History*, *American Yawp*, and *America: History of Our*

⁸⁹ Lapsansky-Werner, et al., *United States History*, 432.

⁹⁰ Appleby, et al., *The American Journey*, 653; Davidson and Stoff, *America: History of Our Nation*, 701.

Nation, and more ambivalently in “EPISD 2019-2020 US History,” “Digital History,” and “American History Online Textbook.”

Of course, the Philippine-American War is described explicitly as a form of imperialism in every TREM with the exception of *Outline of U.S. History* and *America: History of Our Nation*.⁹¹ Those two describe it as “expansion.” In fact, in TREM like *United States History*, “US History Collection,” *The American Journey*, and *America: History of Our Nation* use the Philippine-American War as a framework to describe imperialist vs. anti-imperialist (expansionist vs. anti-expansionist) arguments in the United States rather than focusing on the war itself.

The title Philippine Insurrection or insurrection in general is occasionally used in reference to the Philippine-American War. The distinction between insurrection and war is important because insurrection implies ownership, as it requires “inciting or participating in rebellion against the constitutionally established government, its processes and institutions, or the rule of law,”⁹² which of course was actually imposed upon the Philippines. The TREM which use the word “insurrection” to describe the happenings of the Philippine-American War at least once include *The American Yawp*, “US History Collection,” *America: A Narrative History*, *United States History*, and “EPISD 2019-2020 US History.” Further, each of these utilizes the term slightly differently. *The American Yawp* describes the conflict as the Philippine Insurrection prior to the Philippine-American War and describes it as a brutal suppression of insurrectionists.⁹³ In the activity ““Imperialism and the Spanish-American War,”” US History

⁹¹ Hamby, *Outline of U.S. History*, 182-186; Davidson and Stoff, *America: History of Our Nation*, 690-701.

⁹² Suzanne Spaulding, Devi Nair, and Joseph Federici, “Understanding Insurrection and Sedition,” Center for Strategic and International Studies, accessed December 12, 2024, <https://www.csis.org/analysis/understanding-insurrection-and-sedition>.

⁹³ “19. American Empire,” *American Yawp*, accessed December 12, 2024, https://www.americanyawp.com/text_2015-2016/19-american-empire/.

Collection” only uses the term once and actually defines it, as “a violent uprising against an authority or government.”⁹⁴ *America: A Narrative History* actually only makes two interesting points regarding insurrection in the context of the Philippines: first, pointing out the irony that the US’s involvement in the Spanish-American War was to end the insurrection in Cuba against a colonial power but led to the US’s own insurrection in the Philippines, and secondly making the comparison between the Philippine-American War and US suppression of insurgents in Iraq and Afghanistan about a century later.⁹⁵ *United States History* uses Philippine Insurrection as the primary title for the Philippine-American War, but does describe use of warfare.⁹⁶ Lastly, “EPISD 2019-2020 US History” uses the term in tandem with war, but also acknowledges that Americans used the term “insurrection” to deny that Filipinos were fighting a foreign power.⁹⁷ This last point is especially important to recognize; considering that less than half of the analyzed TREM use the term “insurrection,” this could stand as evidence that a shift has occurred in TREM towards acknowledging the autonomy of the Philippines. However, such as with *Outline of U.S. History*, while this TREM does not use the term “insurrection,” it still only acknowledges an “armed independence movement” rather than war.⁹⁸

Although much of the TREM did not contain much detail about the Philippine-American War, the information provided about the remaining time of occupation was incredibly sparse, to the point of there being next to nothing outside of World War II. President Taft being the first governor of the Philippines was mentioned most often, except for within *America: History of*

⁹⁴ “Imperialism and the Spanish-American War,” PBS LearningMedia, accessed December 12, 2024, <https://sintsp13.wgbh.org/en-us/lesson/spanish-american-war/2>.

⁹⁵ Tindall and Shi, *America: A Narrative History*, 912.

⁹⁶ Lapsansky-Werner, et al., *United States History*, 428, 433-434.

⁹⁷ “4.7 PA 2: The Philippine Insurrection, ” in “EPISD 2019-2020 US History,” EPISD US History Team, accessed December 12, 2024, <https://flexbooks.ck12.org/user:3d76c1256888/cbook/episd-2019-2020-us-history/section/4.7/primary/lesson/pa-2%3A-the-philippine-insurrection/>.

⁹⁸ Hamby, *Outline of U.S. History*, 182.

Our Nation, “US History Collection,” and “American History Online Textbook.” Only four TREM refer to the fact that the Philippines became a commonwealth: “Digital History,” “EPISD 2019-2020 US History,” “American History Online Textbook,” and *Outline of U.S. History*. The 1902 Organic Act is only mentioned by *America: A Narrative History* as the Philippine Government Act, and actually the year 1902 is only mentioned in six of the eleven TREM regarding PAWON. Only three TREM mentioned the Jones Act of 1916: *America: A Narrative History*, *United States History*, and “EPISD 2019-2020 US History.” Not a single TREM mentioned Quezon. Again, only *America: A Narrative History* mentioned the Tydings-McDuffie Act, and only *America: History of Our Nation* alluded to even the year 1934. Nine of the eleven mentioned the Bataan Death March, excluding *Outline of U.S History* and “American History Online Textbook.” Again, only eight of the eleven even mention the year 1946, those without a mention of it including *United States History*, “US History,” and *The American Yawp*.

Clearly, there is not much of a distinction between which sources are poorly written and those including high amounts of details. Even though some textbooks write considerably more information, which information is important enough to include is evidently up to the authors’ discretion. The TREM are not entirely reliable sources for teachers and students to obtain a notion about what the occupation of the Philippines involved.

Limitations of Research

As implied, I was as thorough as possible in finding information relating to PAWON in the TREM. However, due to flawed indexes in particular and needing to explore many different pages of websites, it is unlikely but possible that a mention of PAWON went unnoticed in my

research. In the transcription of each of the relevant passages of the TREM, it is also unlikely but also possible that the misspelling of a word altered analysis.

Discussion

What is American history and who should be included in it? At the same time that students are forming their identities as Americans, the government and military of the United States is policing its empire.⁹⁹ How much representation of the PAWON should TREM contain? The short answer is: more. Especially to young people, representation in media in particular helps cultivate feelings of cultural and political belonging across diaspora populations.¹⁰⁰ In homogenic school populations, literary representation demonstrates mixed results for reducing bias, but intercultural representation in curriculum is generally recommended for promoting cultural competency and sensitivity.¹⁰¹ Without telling a story of the PAWON without Filipino voices truly represented, one's version of American history is incomplete. Of course, especially in a high school, not every topic in all of US history can be completely covered; however, considering that more Filipino civilians died in the Philippine-American War than Americans were killed in World War I,¹⁰² and events in the timeline of American occupation of the Philippines coincide with other topics, more information should be included in TREM about the PAWON.

⁹⁹ Warren Crichlow, editor, *Race, Identity, and Representation in Education* (Taylor & Francis Group, 2005): xxvii.

¹⁰⁰ Myria Georgiou, "Diaspora in the Digital Era: Minorities and Media Representation," *Journal on Ethnopolitics and Minority Issues in Europe* 12, no. 4 (2013): 80-99; Rawan Elbaba, "Why On-screen Representation Matters, According to These Teens," *PBS News*, published November 14, 2019, accessed December 15, 2024, <https://www.pbs.org/newshour/arts/why-on-screen-representation-matters-according-to-these-teens>.

¹⁰¹ Margot Belet, "Reducing Interethnic Bias Through Real-life and Literary Encounters: The Interplay Between Face-to-face and Vicarious Contact in High School Classrooms," *International Journal of Intercultural Relations* 63 (March 2018): 53-67; Maytel Nasie, "Sociopsychological Principles for Intercultural Interventions to Reduce Intergroup Bias in School," *Intercultural Education* 34 no. 6 (2022): 612-630.

¹⁰² "The American Expeditionary Forces," Library of Congress, accessed December 16, 2024, <https://www.loc.gov/collections/stars-and-stripes/articles-and-essays/a-world-at-war/american-expeditionary-forces/>.

How much responsibility TREM should bear on the educational experience of students and teachers? Digital TREM similar to the video series created by CrashCourse, Digital History, American Yawp, and Students of History are free to use, and are funded by the patrons of the creators, such as via grants or universities, unless they make some monetary gain from advertising or subscriptions. Since 2005, free online resources have become increasingly available. With that free availability comes a liberty for the producer because it is up to the teachers and students to discern what is worth spending time learning from and utilizing as a source. That being said, especially because free materials may be what's most available for low-income schools and students, it is just as important for the TREM they can consume to be as accurate and representative as possible of the truth.¹⁰³

Most of the textbook creators, on the other hand (besides *Outline of U.S. History* which was sponsored by the State Department) are at the mercy of merchants selling what they've created, and in theory through a capitalist system the textbook authors are incentivized to create the best textbook possible and it's up to the schools to pick which they believe is best for their students at what they can afford. While textbooks often only have one to about four authors, those authors often have doctorates in their field and the textbooks often have dozens of editors and consultants. Clearly, misrepresentation or lack of representation of topics such as PAWON are not the doings of a small group of individuals who happen to be ignorant about the topic but rather groups of well-educated experts of not just history but education who do bear responsibility in the education of those who read the textbooks they create.

¹⁰³ Jeannie Oakes and Marisa Saunders, "Education's Most Basic Tools: Access to Textbooks and Instructional Materials in California's Public Schools," *Teachers College Record* 106(10): 1967-1988, <https://doi.org/10.1111/j.1467-9620.2004.00423.x>.

With the vast amount of content to teachers and other educators, it is incredibly important to be cognizant of the messaging given by the TREM they choose, via textbook or digital materials. Ensuring that TREM contains accurate, non-stereotypical cultural representations and fights against misconceptions should be on every educator’s checklist for selection beyond standard accessibility needs.¹⁰⁴ While ethnic studies classes focus on counternarratives to dominant perspectives, race, native roots of people, colonization, and cultural change in a stereotypically progressive manner, ethnic studies can be integrated into curriculum in ways that comply with state and national standards.¹⁰⁵ For example, in Iowa, it is relatively easy to connect discussion of the PAWON to the standard “SS-US.9-12.19. Examine how imperialism changed the role of the United States on the world stage prior to World War I.”¹⁰⁶ However, the United States occupied the Philippines after WWI. Discussion of the PAWON could easily connect to “SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills),” “SS-US.9-12.16. Examine labor and governmental efforts to reform and/or maintain a capitalistic economic system, in the Great Depression,” “SS-US.9-12.17. Explain the patterns of and responses to immigration on the development of American culture and law,” and “SS-US.9-12.18. Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures.” The PAWON could easily be tied to lessons about Asian immigration and anti-immigration laws, segregated schooling, and 20th century military history in general.

¹⁰⁴ Allison Leigh Bruhn and Ted S. Hasselbring, “Increasing Student Access to Content Area Textbooks,” *Intervention in School and Clinic* 49, no. 1 (2013): 30-38, <https://doi-org.proxy.lib.uni.edu/10.1177/1053451213480030>.

¹⁰⁵ Christine Sleeter, “Curriculum Transformation in a Diverse Society: Who Decides Curriculum, and How?” *RELIEVE* 24, no. 2 (2018):1-11.

¹⁰⁶ “High School - Social Studies,” Iowa Department of Education, accessed December 16, 2024, <https://educate.iowa.gov/pk-12/standards/academics/social-studies-standards/high-school>.

Lastly, the positive depiction of a Filipino person during the Philippine-American War and especially during the American occupation of the Philippines would be imperative to include in addition to US history TREM, because that is virtually absent within them. Manuel Quezon would be an excellent candidate for this, but students could also be encouraged to do their own research to discover more influential Filipino figures.

Conclusion

Over the last twenty years, the United States has seen significant changes in its educational system, but coverage of the Philippine-American War and subsequent American occupation until 1946 in textbooks and related educational materials seems not to have changed much. How these materials guide education about colonialism and imperialism is imperative to understand, and the example of American involvement in the Philippines would be an excellent example to utilize in that education. In American education of youth, facts about American colonialism and imperialism are systematically downplayed, excused, or ignored. In the case of the Philippine-American War and the American occupation of the Philippines, many textbooks and related educational materials have little information at all, especially about the occupation, and focus on the suffering of the Filipinos, or portray involvement in the Philippines as only relevant in the context of war. Going forward, I recommend that teachers be critical about their source materials, and I urge content creators to dig deeper into these matters.

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Appendix A

Analysis Questions

(If applicable) How many pages out of the total pages of the TREM mention the Philippine-American war? How many mention Filipino/as at all?

Under what unit or chapter title is the Philippine War and occupation mentioned, and what information is the Philippine War and occupation paired with?

To what extent is the **Philippine-American War** explained in the selected TREM?

Is the acquisition of the Philippines portrayed with negative, positive, or neutral language, and how?

How is the acquisition of the Philippines framed- as necessary expansion, imperialism, colonialism, a bonus of war with Spain, or something else?

To what extent is the **American occupation of the Philippines** explained in the selected TREM?

What statistics and/or quantitative information is given about the Philippine-American war and occupation?

Does the TREM give Filipinos a voice or personhood? If so, how?

Are there any interesting or notable points mentioned in the TREM?

Appendix B

Growth and Transformation Ambivalent Empire United States and Asia Discontent and Reform Taft and Wilson The New Deal and World War II The War in the Pacific War, Victory, and the Bomb Turmoil and Change: a Picture Profile Overseas Expansion, 1865-1917 Spanish-American War War in the Philippines Acquisitions Two Viewpoints: Should the United States Take the Philippines? Acquiring the Philippines World War II: 1939-1945 War in the Pacific The Pacific Front The Philippines Fall Island Hopping The United States Looks Overseas (1853-1915) The Spanish-American War The United States Goes to War An American Empire Surprise in the Philippines Fall of Manila Revolt in the Philippines Instruction The World War II Era 1935-1945 The United States at War Japan Sweeps Through the Pacific The Philippines Fall Bataan Death

March Instruction Toward Victory Victory in the Pacific Island Hopping United States in the
 Cold War Global Concerns in the Cold War Emerging Nations The Philippines New Directions
 for a Nation (1977-2000) A New Role in the World Promoting Democracy and Peace The
 Philippines Seizing of an American Empire The War of 1898 Manila The Cuban Campaign The
 Debate Over Annexation The Philippine-American War The War of 1898 Organizing the
 Acquisitions Imperial Rivalries in East Asia The 'Open Door' The Second World War A World
 War Setbacks in the Pacific American Imperialism The Events of the Spanish-American-Cuban-
 Filipino War American Territories Gained in the War American Troops in China & the
 Philippines The Philippine War Puerto Rico, the Philippines, and the Foraker Act Anti-
 Imperialism Progressive Presidents Taft's Dollar Diplomacy The Roaring 20's History
 Immigration Restriction Laws WWII Fighting in the Pacific American Empire Introduction 1898
 Conclusion World War II The United States and the European War The United States and the
 Japanese War America Comes of Age The Spanish American War Causes of the Spanish-
 American War US Sympathies for Cuban Rebels American Forces Defeat the Spanish Acquiring
 the Philippines The War as a Turning Point Pros and Cons of the Treaty of Paris Differing Views
 on US Expansionism Effects of US Expansionism in the Philippines Guerrilla War Erupts in the
 Philippines and The Philippines Begin Limited Self-Rule World War II The United States Enters
 World War II Japan Attacks the United States The Bataan Death March The Early War in the
 Pacific Losses in the Philippines Japanese Aggression December 1941-1942 A War on Two
 Fronts Battle of Midway Turning Points in the Pacific The Allies Win the War Americans
 Advance Toward Japan Struggle in the Pacific World War II in the Pacific, 1942-1945 Growing
 Pains, in the Gilded Age Reforming America - the Progressive Era Free Enterprise and Social
 Darwinism Emergence as a Global Power National Politics during the Progressive Era

Emergence as a World Power The Spanish-American War Hawaii and the Pacific Cuba, Puerto Rico and the Caribbean The Philippine Insurrection The Open Door Policy & the Boxer Rebellion Total War - the Second World War 1939-1945 Aggressive Action Leads the US to Enter World War II Americans Contribute to World War II Effort Fighting on Several Fronts and the Atomic Bomb Timeline of American Imperialism Battles of WW2 in the Pacific Japanese American Nisei Soldiers in WW2 Imperialism and World War I, 1890–1919 New Manifest Destiny and Imperialism Imperialism and the Spanish American War The Road to War Justifications for Imperialism Yellow Journalism Speak Softly and Carry a Big Stick: Theodore Roosevelt's Foreign Policy Bataan Death March Iowa's World War II Stories

Appendix C

Word, bigram, or trigram	Frequency in text (See Appendix B).
war	43
world	16
philippines	16
the philippines	16
world war	14

pacific	13
american	11
united	10
states	10
united states	10
world war ii	10
in the pacific	10
the united states	8
imperialism	6
the war	6
in the philippines	6
war the	5
empire	4
new	4
spanish-american	4
us (U.S.)	4

spanish-american war	4
war in the	4
united states and	3
war ii and	3
the philippines fall	3
the spanish-american war	3
bataan death march	3