

East Tennessee State University

Digital Commons @ East Tennessee State University

ETSU Faculty Works

Faculty Works

2017

Teacher Perceptions of Indigenous Representations in History: A Phenomenological Study

Joshua C. Tipton

East Tennessee State University, TIPTONJC2@mail.etsu.edu

Pamela H. Scott

East Tennessee State University, scottp@mail.etsu.edu

William F. Flora

East Tennessee State University, floraw@etsu.edu

Follow this and additional works at: <https://dc.etsu.edu/etsu-works>



Part of the [Higher Education Commons](#)

Citation Information

Tipton, Joshua C.; Scott, Pamela H.; and Flora, William F.. 2017. Teacher Perceptions of Indigenous Representations in History: A Phenomenological Study. *Proceedings of the Joint Meeting of the Academic Business World International Conference & International Conference on Learning and Administration in Higher Education*, Nashville, TN. 381-402.

This Conference Proceeding is brought to you for free and open access by the Faculty Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in ETSU Faculty Works by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

Teacher Perceptions of Indigenous Representations in History: A Phenomenological Study

Copyright Statement

This document was published with permission from the publisher. It was originally published in the Proceedings of the Joint Meeting of th [Academic Business World International Conference](#) and [International Conference on Learning and Administration in Higher Education](#).

Teacher Perceptions of Indigenous Representations in History: A Phenomenological Study

Joshua Charles Tipton

East Tennessee State University

Pamela Scott

East Tennessee State University

William Flora

East Tennessee State University

ABSTRACT

This phenomenological study addressed teacher perceptions of indigenous representations in United States history within a school district in East Tennessee. Teacher perceptions of indigenous representations in history were defined as teacher beliefs towards the inclusion and representation of indigenous peoples in United States history. Individual and focus group interviews were conducted from a purposeful sample of United States history teachers from multiple high schools in the school district. The analysis of data revealed three themes: (a) systemic challenges to multiculturalism within state course standards and textbooks, (b) teachers' perceived self-efficacy in teaching their students using indigenous perspectives, (c) and the perpetuation of indigenous stereotypes. Furthermore, analysis revealed that U.S. history courses in the district perpetuate both the notion of indigenous peoples as historical bystanders and the racial stereotypes of Native Americans.