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Cathy A. R. Brant, *Rowan University*

The International Social Studies Forum: The Series book series focuses on contemporary issues related to the teaching and learning of social studies from around the world. The primary aim of this series is to significantly contribute to the literature to understand the theory, research, and practice of social studies education within local, national, international, global, and transnational contexts.

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- Democracy's Discontent and Civic Learning
- Mending Walls
- Best Practices in Social Studies Assessment
- Machines
- The Status of Social Studies
- Sustainability, Growth, and Globalization
- Practical Strategies for Teaching K-12 Social Studies in Inclusive Classrooms
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It's Being Done in Social Studies Race, Class, Gender and Sexuality in the Pre/K-12 Curriculum

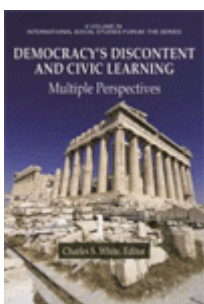
Lara Willox, University of West Georgia; Cathy A. R. Brant, Rowan University

2018. Paperback 978-1-64113-438-5 \$52.99. Hardcover 978-1-64113-439-2 \$94.99. eBook 978-1-64113-440-8 \$85.

After a recent CUFA conference, many social studies teacher educators came to realize that pre-service teachers are skeptical of calls to integrate sensitive topics in the curriculum because they do not see it in their field experiences. The purpose of this edited book is to share examples of Pre/K - 12 grade teachers, schools, or school systems that infuse race, class, gender and sexuality in the curriculum. This book offers concrete examples of social studies teachers, schools and schools systems committed to the inclusion of topics often deemed as sensitive or controversial.

Care was taken to provide examples from diverse geographic areas, school types (public, charter, private etc.), and grade levels. Researchers teamed with practicing professionals to highlight teachers and schools that successfully integrate race, class, gender and/or sexuality in the curriculum. The chapters provide specific examples of content inclusion, share high leverage practices, and provide advice for others infusing race, class, gender, and sexuality in the curriculum.

CONTENTS: Foreword, *Tyrone C. Howard*. Introduction, *Lara Willox and Cathy Brant*. Preface. **PART I: ELEMENTARY.** From Suffrage to Stereotypes: Exploring Historical and Contemporary Gender Issues With Elementary Students, *Jennifer Burke and Jennifer Mitchell*. He Called Me White, Ay That's Racist! *Breanna Nunez*. Embracing a Transformative Curriculum: A Fifth Grade Teacher's Work, *Andrea S. Libresco, Rosebud Elijah, and Lauren Brown*. Imagining Rainbows: A Case Study of LGBTQ Implementation into Elementary School Curriculum, *Bretton A. Varga and Marie Byrd*. Culturally Relevant Classroom Libraries: Including All Students in Powerful Social Studies, *Aubrey Brammar Southall and Cynthia Trapanese*. Teaching Tolerance's Perspectives for a Diverse America: A Resource for Elementary Educators Who Want to Teach about Race, Class, Gender, and Sexuality While Meeting National Standards, *Kate Shuster and Amber Makaiiau*. Teaching Wealthy Children about Economic Inequality, *Katy Swalwell, Melissa Lambert and Jennifer Oliva*. Nurturing Our Youngest Citizens: Race, Class, Gender, and Sexuality in the Pre-K Curriculum, *Jennifer E. Killham, Jenilyn Bell, Pat Emmelhainz, Shali Cox, Lua Buultjens, and Rachel King*. **PART II: MIDDLE GRADES.** "It's Because Their Kids Have a Voice": Teaching About the 2017 Executive Immigration Ban in an Ethnically Diverse Classroom, *Mark Pearcy, Michael Jackson and Regina Santangelo*. Even in the 50th Education State, It's Being Done, *Bea Bailey and Marta Bohnenberger*. Being an Upstander: Build Bridges and Increase Understanding Through Refugee Advocacy, *Jennifer E. Killham and Nance Morris Adler*. Critical Practices to Develop Student Agency in Rural Contexts, *Michael Kopish and Jadey Gilmore*. Exploring Power in Middle Grades Social Studies Education, *Alexander Cuenca and Joseph McAnulty*. "Why Does This Matter?" Using Current Events About Islamophobia and Racial Unrest to Understand the Past, *Jennifer Killham, Joshua Harris, and Prentice Chandler*. **PART III: HIGH SCHOOL.** Build Your Own Course: Creating a Controversial Issues Class at an Appalachian High School, *Eric D. Moffa*. "Dinosaurs in the Hood?" Introducing Intersectionality in the Social Studies Classroom, *Whitney Blankenship and Calla Hardiman*. Going Beyond the Single Story of Suffrage: Teaching Gender Rights and Protests through Film, *Erin Hill, Lauren Colley and John P. Broome*. Traviesas/os: Tactics and Stories of Insurgent Social Studies Teachers, *Brian Gibbs*. It's Being Done in the State of Hawai'i: Ethnic Studies as a Requirement for Public High School Graduation, *Amber Strong Makaiiau*. The Gender Equity Club, *Daniel T. Bordwell*. "Care Comes First" Creating a Space for Controversy, *Carly Muetterties, Whitney Walker, and Tracey Bolinger*. The Aurora Urban Planning Simulation: Teaching About Class through Spatial Inequality in Secondary Social Studies, *Colleen Boucher and John P. Broome*. Teaching Intersectionality and the Long and Ongoing Women's and Gay Rights Movements in U.S. History, *Hillary Parkhouse and Tracey Barrett*. Facing Problems of Practice and Privilege: A Class Trip to Montgomery, Alabama to Confront a History of Racial Violence Legal Injustice, *Christoph Stutts and Matt Cone*. Biographies.



Democracy's Discontent and Civic Learning Multiple Perspectives

Charles S. White, Social Science Education Consortium

2018. Paperback 978-1-64113-338-8 \$52.99. Hardcover 978-1-64113-339-5 \$94.99. eBook 978-1-64113-340-1 \$85.

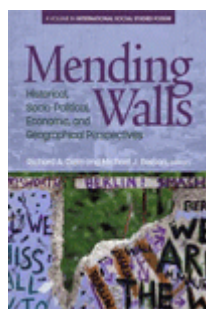
Around the globe, democracy is under assault. For a dozen years, global freedom has followed a downward slope,

according to Freedom House. Once viewed as the world's model of freedom, the United States has slipped in world ratings of democracy. For a rising portion of the world's population, faith in democracy is flagging. At the same time, a wave of nationalism and xenophobia is rising in the West, questioning democracy's ability to meet the needs of its citizens.

The contributors to this volume examine democracy's discontent from a variety of perspectives. What forces have produced the extreme partisanship and polarization roiling America's civic life and politics? How has today's populist movement challenged democratic norms and institutions? What role has social media played in democracy's discontent and its defense? How do we overcome persistent racism in the face of emboldened White supremacist and anti-immigrant agitation?

Across the pages of this book, teachers, teacher educators, and education policy makers will recognize a common theme in responding to democracy's discontent – the need to rebuild the nation's civic infrastructure. Research on best practices in civic learning and engagement serve as a guide to transforming how we prepare citizens for democratic deliberation and civic action. Creative and effective teaching materials and approaches await only the will to invest the needed time and support. Repairing our civic infrastructure will help to restore confidence in our civic capabilities and trust in our ability to work together for the public good. Without a serious recommitment to the civic mission of schools, the nation will be ill prepared to defend against those within and beyond our borders who are intent on undermining democracy.

CONTENTS: Preface. Acknowledgments. The Populist Moment, *William A. Galston*. Populism, Democracy, and the Education of Citizens, *Thomas S. Vontz and J. Spencer Clark, (with Stephen L. Schechter)*. Are Europe's Democracies in Danger? A View of the Populist Challenge, *Karlheinz Duerr*. Confronting a Global Democracy Recession: The Role of United States International Democracy Support Programs, *Liza Prendergast*. Democracy's Pharmakon: Technology as Remedy and Poison, *Charles S. White*. Judicial Legitimacy in the Age of Populism, *Alison Staudinger*. Fulfilling the Promise of Democracy: How Black Lives Matter Can Foster Empowered Civic Engagement, *Amy J. Samuels and Gregory L. Samuels*. Does P-12 Educational Research Ameliorate or Perpetuate Inequity? *Jacob S. Bennett*. Democracy's Discontent and Teacher Education: Countering Populism and Cultivating Democracy, *Stephanie Schroeder*. A Primer on Trump Economics: Populist or Something Else? *James E. Davis*. Going for Depth in Civic Education: A Design Experiment, *Walter C. Parker*. **REACTIONS TO PARKER'S "GOING FOR DEPTH IN CIVIC EDUCATION"**. What Public Philosophy Should We Teach? A Reply to Parker, *Peter Levine*. Fidelity of Implementation: A Reply to Parker, *James E. Davis*. Contrasting Landscapes: A Reply to Parker, *Karlheinz Duerr*. Resources for the Effective Teaching of Civics and American History. Conclusion. **BOOK REVIEW:** How the Second Cold War Began: A Review of Authoritarianism Goes Global. Larry Diamond, Marc F. Plattner, Christopher Walker. *Thomas O. Melia*. About the Authors.



Mending Walls Historical, Socio-Political, Economic, and Geographical Perspectives

Richard A. Diem, University of Texas - San Antonio; Michael J. Berson, University of South Florida

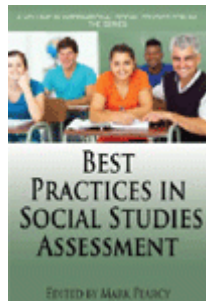
2017. Paperback 9781681238319 \$52.99. Hardcover 9781681238326 \$94.99. eBook 9781681238333 \$85.

This volume of the International Social Studies Forum offers papers presented at the 2016 Social Studies Education Forum International Conference that was held in Berlin, Germany in June, 2016. The authors are a cross section of international educators.

The issues and research structures noted in the volume focus on how education can mend the walls dividing societies, both internally and externally, across the globe. Papers on understanding how to use democratic and civic education to off set differences in cultural perspectives to understanding how educational policy influences choice and activism are represented throughout.

CONTENTS: Preface. Introduction. Social Studies in Germany: A Comparative View, *Carole L. Hahn*. Civic Studies in a Socialist Democracy with Chinese Characteristics: A Travelogue with Four Lesson Observation Reports, *Tilman Grammes*. The Beutelsbach Consensus, *Sibylle Reinhardt*. The Global Citizenship Debate: Cosmopolitanism, Patriotism, and Expanding Definitions, *Shane Pisani*. The Kids Are Starting to Get an Understanding of Themselves as Citizens: Increasing Elementary School Students' Civic Proficiency Through Perspective-Taking, *William Toledo*. "Bearing with Strangers" in Democratic Education: Understanding Through Conflict and Forgiveness, *Jane C. Lo*. Schools Into the Breach: How Nations Use Formal and Informal Education to Dismantle or Erect Political and Social Walls, *Charles S. White*. Uncovering Lost Voices: African American Involvement in the Liberation of Concentration Camps During the Holocaust, *Gregory Samuels*. Dismantling Walls and Rebuilding Our Sense of Place: Contemporary Flâneurs Reflecting on Holocaust

Remembrance in Berlin, *Michael J. Berson and Ilene R. Berson*. The Nanjing Safety Zone: The Dilemma of Creating a Protective Wall, *Jing Williams and Mary Johnson*. Insights from India: Learning About Culture Through Photos and Journal Writing, *Crista K. Banks*. Deconstructing Otherness: Social Studies Teachers' Discursive Representations of Middle Eastern Populations, *Daniel Osborn*. Shattering the Persisting Walls Between Both Ability and Disability and Homogeneity and Diversity in Schools and Society: Shifting the Focus From Differences to Sameness, *Christy Hammer and Susan Gately*. Disrupting Spaces for Education Policymaking and Activism, *Sarah Diem and Anjalé D. Welton*. SSEC on Berlin 2016: A Summation and Reflection, *Murry Nelson*. About the Contributors.



Best Practices in Social Studies Assessment

Mark Percy, Rider University

2017. Paperback 9781681237619 \$52.99. Hardcover 9781681237626 \$94.99. eBook 9781681237633 \$85.

The importance of social studies assessment is beyond question. The National Council of the Social Studies' C3 Framework recognizes the importance of high-quality assessments—its major objective, a “deep understanding of the sociocultural world,” has as its underpinning the idea that students must be able to investigate the world, and that teachers much be able to assess their understanding of it. However, there is a comparative dearth of research that focuses on effective social studies assessment, particularly with regard to the impact of teacher practice on the development of best practices. Such research is vital to moving social studies away from an emphasis on testing and more towards using assessment as a means of educating our students.

In *Best Practices of Social Studies Assessment*, we focus on an essential question: what is an “effective” assessment? Helping teachers develop practical, creative, curriculum-appropriate strategies is essential, especially in an era in which teachers are faced with the dilemma of creating inquiry-based assessments in the midst of preexisting regimes of standardized summative assessments. In this volume, research conducted between university professors and working teachers is described, focusing on innovative assessment practices. These practices include role-playing activities depicting historical events; Socratic seminars revolving around public policy issues; collaborative student projects on a wide range of social inquiries, including the implementation of UN programs; and the promotion of critical thinking and writing skills, on subjects as diverse as school violence and the impact of imperialism.

These adaptive assessments highlight the essential role of the teacher in creating assessments that blend higher-order critical thinking, complex content knowledge, and an understanding of their own students. The strategies described in this volume focus on the ability of expert educators to “[acknowledge] the structures, power, and consequences of high-stakes testing regimes while simultaneously designing and sustaining classroom assessment methods that embody the social-participatory nature of learning and reflect research on effective practice” (p. 289). The volume also describes the shared characteristics of the teachers who created these assessments, especially their emphasis on self-reflection and student autonomy, as well as their professional willingness to take on challenges associated with performance-based assessments, even in the face of institutional pressures and external demands.

CONTENTS: Introduction: Assessment in Social Studies Education, *Jeff Passe, Amy Good, and Amy Fitchett*. “Keeping it Real”: Assessing 21st Century Skills Through Performance-Based Assessment, *Greer Burroughs and Katelynn Dickstein*. “Isn’t This Crazy?”: Engaging Learners Through Text-Based Assessments, *Jonathan Ryan Davis and Heather Rippeteau*. “We’re All on a Journey”: An Authentic Stance Toward Project-Based Social Studies Assessment, *Mark Percy and Chris Bond*. “We All Pushed the Boundaries”: Social and Technological Assessment, *James Daly and Michael Catelli*. “Anyone Can Learn”: Balancing Assessment, Feedback, and Experimentation, *Mark Percy and Laura Bond*. “Learning About the World is Much More Important”: Project-Based Learning as Core Assessment, *Jiwon Kim and Meredith Riddle*. “Taking Ownership of Their Learning”: Three Examples of Performance-Based Social Studies Assessment, *Fred Cotterell, Kathleen McCort, Krista Provost, and David Allocco*. Postscript: “There Is No Magic Bullet, But”... Lessons From the Assessments, *Greer Burroughs*. About the Contributors.



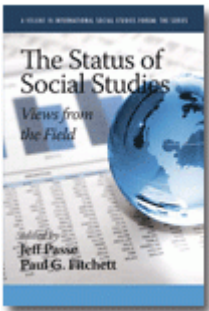
Machines

Abraham P. DeLeon, The University of Texas at San Antonio

2015. Paperback 9781623968809 \$52.99. Hardcover 9781623968816 \$94.99. eBook 9781623968823 \$85.

This book is about machines: those that have been actualized, fantastical imaginal machines, to those deployed as metaphorical devices to describe complex social processes. *Machines* argues that they transcend time and space to emerge through a variety of spaces and places, times and histories and representations. They are such an integral fabric of daily reality that their disappearance would have immediate and dire consequences for the survival of humanity. They are part and parcel to our contemporary social order. From labor to social theory, art or consciousness, literature or television, to the asylums of the 19th century, machines are a central figure; an outgrowth of affective desire that seeks to transcend organic limitations of bodies that wither, age and die. *Machines* takes the reader on an intellectual, artistic, and theoretical journey, weaving an interdisciplinary tale of their emergence across social, cultural and artistic boundaries. With the deep engagement of various texts, *Machines* offers the reader moments of escape, alternative ways to envision technology for a future yet to materialize. *Machines* rejects the notion that technological innovations are indeed neutral, propelling us to think differently about those “things” created under specific economic or historical paradigms. Rethinking machines provides a rupture to our current technocratic impetus, shining a critical light on possible alternatives to our current reality. Let us sit back and take a journey through *Machines*, holding mechanical parts as guides to possible alternative futures.

CONTENTS: Preface: Enter... The Machines. Acknowledgements. 1 Locating the Machines. 2 Capitalism and Its Machines. 3 Colonial Machines. 4 Post-Machines... Or, When the Machines Went Mad. 5 The Machines Go to School. 6 Art and the Machine. 7 Imaginal Machines. 8 Bodies on the Slab: Spaces in Between Machines. References.



The Status of Social Studies Views from the Field

Jeff Passe, The College of New Jersey; Paul G. Fitchett, University of North Carolina at Charlotte

2013. Paperback 9781623964122 \$52.99. Hardcover 9781623964139 \$94.99. eBook 9781623964146 \$85.

A team of researchers from 35 states across the country developed a survey designed to create a snapshot of social studies teaching and learning in the United States. With over 12,000 responses, it is the largest survey of social studies teachers in over three decades. We asked teachers about their curricular goals, their methods of instruction, their use of technology, and the way they address the needs of English language learners and students with disabilities. We gathered demographic data too, along with inquiries about the teachers' training, their professional development experiences, and even whether they serve as coaches.

The enormous data set from this project was analyzed by multiple research teams, each with its own chapter. This volume would be a valuable resource for any professor, doctoral student, or Master's student examining the field of social studies education.

It is hard to imagine a research study, topical article, or professional development session concerning social studies that would not quote findings from this book about the current status of social studies. With chapters on such key issues as the teaching of history, how teachers address religion, social studies teachers' use of technology, and how teachers adapt their instruction for students with disabilities or for English language learners, the book's content will immediately be relevant and useful.

CONTENTS: Part I: Foundations. The Evolution of a National Survey of Social Studies Teachers, *Nancy C. Patterson and Jeff Passe*. Survey on the Status of Social Studies (S4): An Instrumentation Description, *Paul G. Fitchett and Phillip J. VanFossen*. From the Field: What Social Studies Teachers in Three States Report They Do in the Classroom, *Gayle Y. Theimann, Joseph E. O'Brien, Patrice Preston-Grimes, John P. Broome, and Thomas W. Barker*. **Part II: Types of Schools.**

Early Childhood Social Studies: A National Study of Challenges and Promising Practices, *Ilene R. Berson and Steven Camicia*. Elementary Social Studies: An Examination in Practice, *Matthew Schertz and Theresa M. McCormick*. Not Too Hot, Not Too Cold: Social Studies in Today's Middle Schools, *Gary Homana and Jeff Passe*. Moving Toward More Dynamic Instruction: A Comparison of How Social Studies Is Taught Among Disciplines and Advanced Placement Courses, *Ryan Knowles and Rebecca Theobald*. **Part III: Curricular Emphases.** Social Studies and Democratic Values, *Donna K. Pearson and Robert A. Waterson*. Enlightenment or Getting Burned: A National Survey of Social Studies Teachers' Emphasis on Diversity of Religious Views, *James M. M. Hartwick, Jeffrey M. Hawkins, and Mark P. Schroeder*. The Teaching of Race and Class in American Social Studies Classrooms, *Ellen Bigler, Jessica T. Shiller, and Lara Willox*. K-12 History Education: Curriculum, Instruction, and Professional Development, *Anne-Lise Halvorsen*. National Study on the State of Social Studies Teachers Survey: Perspectives on Geography Teachers, *Rebecca Theobald, Seth Dixon, Audrey Mohan, and Zachary Moore*. Social Studies Educators and the Factors of Race and Ethnicity in the Differential Exercise of Classroom Authority, *Peter Hlebowitsh, Gregory E. Hamot, Hyeri Hong, and Karl R. Leitz*. **Part IV: Teaching Strategies.** "A Time Machine to the Past": Using Primary Sources in the Social Studies Classroom, *Sarah Jewett and Ann T. Ackerman*. Use of Technology, *Gayle Y. Thieman, Joseph E. O'Brien, Phillip J. VanFossen, and Michael J. Berson*. Finding One's Place in the World: Current Events in the K-12 Social Studies Classroom, *George Lipscomb and Frans Doppen*. Those Who Do: Social Studies Teachers' Use of Role Play and Simulations and the Making of 21st Century Citizens, *Jason M. Stephens, Joseph R. Feinberg, and John Zack*. How are Teachers of Social Studies Addressing the Needs of English Language Learners in Their Classrooms? *Margarita Jimenez-Silva, Elizabeth Hinde, and Norma Jimenez Hernandez*. **Part V: Professional Issues.** Who is at the Gate? An Examination of Secondary Social Studies Teacher Support and Curricular Control in Testing and Non-Testing States, *Nancy C. Patterson, Sherri L. Horner, Prentice Chandler, and Robert Dahlgren*. Teachers Want Technology and Content, with More Time to Study: Professional Development Issues from the Social Studies Teacher Survey, *Rebecca Theobald and Jean Luckowski*. **Part VI: What It All Means.** The Status of Social Studies and the Common Core State Standards: An Opportunity for Reform, *John K. Lee*. Postscript: The Status of Social Studies, *Margaret S. Crocco*. Children of a Lesser God: An Idiosyncratic Interpretation of Social Studies Status, *William B. Stanley*. About the Editors. Appendix: Survey on the Status of Social Studies (S4).



Sustainability, Growth, and Globalization A Social Science Perspective

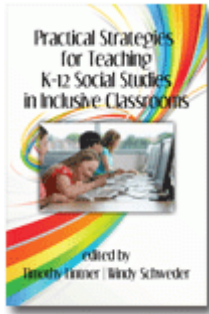
James E. Davis, Executive Director of the Social Science Education Consortium; Richard A. Diem, University of Texas - San Antonio

2013. Paperback 9781623962470 \$52.99. Hardcover 9781623962487 \$94.99. eBook 9781623962494 \$85.

Over the past decade the notion of sustainability has emerged as a precept that has been applied to government, commerce, the environment and technology. This volume will discuss how sustainability is reflected in economics, political science and geography through the lens of socio-economic change and globalization through theoretical and real world perspectives.

Using the Costa Rican Cloud Forest community of Monteverde readers will be able to understand how the notion of sustainability has been applied in a community context whose experiences have global implications.

CONTENTS: 1. Sustainability, Growth and Globalization - Perspectives, Speculation, and Reality - *Richard Diem*. 2. Economics and Sustainability: A Primer - *James E. Davis*. 3. Sustainability in the Arenas of Power: An Exploration of Public Policy - *Charles S. White*. 4. Geography, Sustainability and the Future - *Joseph Stoltman*. 5. Exploring Pathways toward Global Sustainability through Information and Communications Technologies for Young Learners in Developing Nations; Marvels and Misapplications - *Ilene R. Berson and Michael J. Berson*. 6. Sustainability- A National Case Example: Costa Rica - *Fran Lindau* 7. Sustainability- A Local Example: Monteverde, Costa Rica - *Guillermo Vargas* 8. Sustainability, Monteverde and the Social Sciences-Synthesis, Reflections and Suggestions - *Murry Nelson*. Author/Editor Bios.



Practical Strategies for Teaching K-12 Social Studies in Inclusive Classrooms

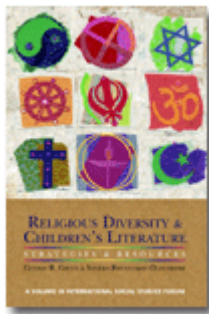
Timothy Lintner, University of South Carolina Aiken; Windy Schweder, University of South Carolina Aiken

2011. Paperback 978-1-61735-587-5 \$52.99. Hardcover 978-1-61735-588-2 \$94.99. eBook 978-1-61735-589-9 \$85.

With the national push towards inclusion, more students with disabilities are being placed in general education settings. Furthermore, when placed, more students with disabilities are entering social studies classrooms than any other content area. Classroom teachers are being asked to “reach and teach” all students, often with little support. There are numerous texts on the teaching of social studies, an equal number on teaching students with disabilities. Blending best practice in social studies and special education instruction, this book provides both pre - and in-service educators simple, practical strategies that support the creation of engaging, relevant, and appropriate social studies opportunities for all students.

Though the strategies presented are useful for all students, they are particularly beneficial for students with disabilities. From Universal Design for Learning, mnemonics, graphic organizers, and big ideas, to co-teaching, screen readers and the Virtual History Museum, this book offers hands-on, practical ideas general educators can use when teaching K-12 social studies in inclusive classrooms.

CONTENTS: Foreword, *Timothy Lintner and Windy Schweder*. Social Studies Teachers’ Beliefs and Practices for Teaching Students with Disabilities: A Progress Report, *Jeff Passe and Ashley Lucas*. Knowing your Students, *Windy Schweder*. Universal Design for Learning and Social Studies, *Kimberly Pawling*. Voices from the High School Classroom: Teaching Social Studies in an Inclusive Setting, *Amy Matthews*. Maximizing Social Studies Learning for All with Peer Tutoring and Learning Strategy Information, *Thomas E. Scruggs and Margo A. Mastropieri*. Toward an Inclusive Social Studies Classroom, *Darren W. Minarik and David Hicks*. Voices from the Elementary School Classroom: Teaching Social Studies in a General Education Setting, *Kay Usher*. Technology in the Social Studies for Students with Disabilities, *Cynthia M. Okolo, Emily Bouck, Anne Heutsche, Carrie Anna Courtad, and Carol Sue Englert*. Teaching Social Studies through Big Ideas: A Strategy for All Students, *Timothy Lintner*.



Religious Diversity and Children's Literature

Connie R. Green; Sandra Brenneman Oldendorf, Appalachian State University

2011. Paperback 978-1-61735-396-3 \$52.99. Hardcover 978-1-61735-397-0 \$94.99. eBook 9781617353987 \$85.

This book is an invaluable resource for enabling teachers, religious educators, and families to learn about religious diversity themselves and to teach children about both their own religion as well as the beliefs of others. The traditions featured include indigenous beliefs throughout the world, Native American spirituality, Hinduism, Buddhism, Judaism, Christianity (Orthodoxy, Catholicism and Protestantism), Islam, Sikhism, and other beliefs such as Bahá’í, Unitarian Universalism, Humanism, and Atheism. Each chapter highlights a specific religion or spiritual tradition with a brief discussion about major beliefs, misconceptions, sacred texts, and holy days or celebrations. This summary of each tradition is followed by extensive annotated recommendations for children’s and adolescent literature as well as suggested teaching strategies. The recommended literature includes informational books, traditional religious stories, and fiction with religious themes. Teachers, religious educators, and family members will find the literature from these genres to be invaluable tools for bridging the religious experience of the child with that of the global society in which they live.

CONTENTS: 1. Why Learn About Religious and Spiritual Traditions? 2. Connecting World Religions and Children’s Literature. 3. Indigenous Belief Systems. 4. Native American Spirituality. 5. Hinduism. 6. Judaism. 7. Buddhism. 8. Christianity: Orthodoxy and Catholicism. 9. Christianity: Protestantism. 10. Islam. 11. Sikhism. 12. Free Thinkers and Other Belief Systems.



Technology in Retrospect Social Studies in the Information Age, 1984-2009

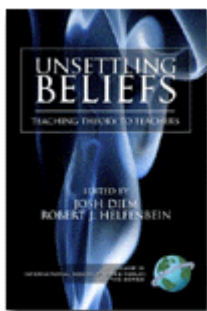
Richard A. Diem, University of Texas - San Antonio; Michael J. Berson, University of South Florida

2010. Paperback 978-1-61735-038-2 \$52.99. Hardcover 978-1-61735-039-9 \$94.99. eBook 9781617350405 \$85.

January 2009 marked the 25th anniversary of one of the most famous three minutes of television history. It was during half-time of the 1984 Super Bowl that APPLE showcased its new Macintosh Computer in an avant-garde commercial. In the following three weeks sales of the new computer, in both the public and private sectors, took off leading some to note this occasion as the "true" start of the information age. At the same time schools joined this so-called information revolution and began to use the new technology, in various forms, in a much more serious manner.

Given both the changing nature of technology, as well as its classroom applications, over the past quarter century this work's goal is to capture the historical trends of both use and application of information technology in the social studies during this era. This is done by providing a retrospective view, from 1984 through 2009, of where we've been, where we are, and a view of new tools and strategies and possible studies that are emerging that can enhance our understanding of the effects that technology has and will have on the social studies.

CONTENTS: As It Was—1984, *Richard A. Diem*. In the Beginning, Apple: Ways in Which the Vision Progressed, *Cheryl A. Franklin Torrez*. Young Learners: Constructing Social Studies with Technology, *Linda Bennett*. The Internet in Social Studies Classrooms: Lost Opportunity or Unexplored Frontier? *Adam Friedman and Phillip J. VanFossen*. Digital History and the Emergence of Digital Historical Literacies, *John Lee*. From Personal Pastime to Curricular Resource: The Case of Digital Documentaries in the Social Studies, *Meghan McGlinn Manfra and Thomas C. Hammond*. Where We've Been; Where We Are; Where We're Going: Geospatial Technologies and Social Studies, *Marsha Alibrandi, Andrew Milson, and Eui-kyung Shin*. Framing Children as Citizens: A Journey from the Real World to Digital Spaces, *Ilene R. Berson*. Wired to Act: Black Youth's Civic Engagement and Technology Use in 21st Century Elections, *Patrice Preston-Grimes*. An Examination of Technology Use in Middle School Social Studies Classrooms During the 2008 U.S. Presidential Election Cycle: A Case Study, *June Byng*. High School Utilization of Technology as a Source of Information for the 2008 U.S. Presidential Election: A Case Study, *Vanessa Hammler Kenon*. Consumers or Producers of Democracy: Moving Civic Education from the Information to the Empowerment Age, *Joe O'Brien*. Globally Connected Social Studies: Making it Real, Making it Relevant, *Tim Dove, Jeff Elliott, Merry Merryfield, and Betsy Sidor*. Media Convergence and the Social Studies, *Jeremy Stoddard*. Social and Cultural Implications of Technology Integration in Social Studies Education, *Cheryl Mason Bolick*. Social Studies and Technology 2009-2034, *David Valdez, B. Justin Reich, and Michael J. Berson*. About the Authors.



Unsettling Beliefs Teaching Theory To Teachers

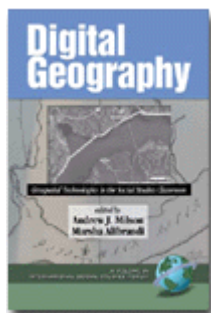
Josh Diem, University of Miami; Robert J. Helfenbein, Indiana University

2008. Paperback 978-1-59311-670-5 \$52.99. Hardcover 978-1-59311-671-2 \$94.99. eBook 9781607525974 \$85.

This volume explores issues involved with teaching social theory to preservice teachers pursuing degrees through teacher education programs and experienced teachers and administrators pursuing graduate degrees. The contributors detail their experiences teaching theoretical perspectives regarding race, gender, ethnicity, sexuality, power, and the construction of schools as an institution of the state. The editors and contributors hope to offer the beginning of a collegial dialogue within the field of education (both inside and outside the academy) about the relevance and pedagogical issues associated with such material. Additionally, the contributors offer advice on missteps to avoid and provide success stories that give hope to those who also wish to engage in the practice of teaching theory to teachers.

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Digital Geography Geospatial Technologies in the Social Studies Classroom

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The purpose of this volume is to provide a review and analysis of the theory, research, and practice related to geospatial technologies in social studies education. In the first section, the history of geospatial technologies in education, the influence of the standards movement, and the growth of an international geospatial education community are explored. The second section consists of examples and discussion of the use of geospatial technologies for teaching and learning history, geography, civics, economics, and environmental science. In the third section, theoretical perspectives are proposed that could guide research and practice in this field. This section also includes reviews and critiques of recent research relevant to geospatial technologies in education. The final section examines the theory, research, and practice associated with teacher preparation for using geospatial technologies in education.

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Democratic Education for Social Studies An Issues-Centered Decision Making Curriculum

Anna S. Ochoa-Becker

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In the first edition of this book published in 1988, Shirley Engle and I offered a broader and more democratic curriculum as an alternative to the persistent back-to-the-basics rhetoric of the '70s and '80s. This curriculum urged attention to democratic practices and curricula in the school if we wanted to improve the quality of citizen participation and strengthen this democracy. School practices during that period reflected a much lower priority for social studies. Fewer social studies offerings, fewer credits required for graduation and in many cases, the job descriptions of social studies curriculum coordinators were transformed by changing their roles to general curriculum consultants. The mentality that prevailed in the nation's schools was "back to the basics" and the basics never included or even considered the importance of heightening the education of citizens. We certainly agree that citizens must be able to read, write and calculate but these abilities are not sufficient for effective citizenship in a democracy.

This version of the original work appears at a time when young citizens, teachers and schools find themselves deluged by a proliferation of curriculum standards and concomitant mandatory testing. In the '90s, virtually all subject areas including United States history, geography, economic and civics developed curriculum standards, many funded by the federal government. Subsequently, the National Council for the Social Studies issued the Social Studies Curriculum Standards that received no federal support. Accountability, captured in the No Child Left Behind Act passed by Congress, has become a powerful, political imperative that has a substantial and disturbing influence on the curriculum, teaching and learning in the first decade of the 21st century.

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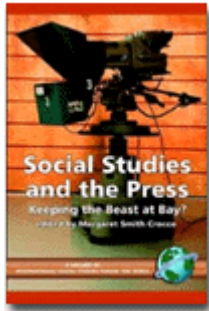
Social Justice in These Times

Rudolfo Chávez Chávez, New Mexico State University; Marc Pruyn, Monash University; James O'Donnell, New Mexico State University

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Social Studies and the Press Keeping the Beast at Bay?

Margaret Smith Crocco, Columbia University

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