



Book Series

Research in Curriculum and Instruction

Series Editors

Cheryl J. Craig, *University of Houston*

This curriculum and instruction series invites manuscripts that describe, elaborate, and critique curriculum and instruction programs and projects that unfold in schools, high education institutions and in the community.

Selected manuscripts will communicate the lived experiences of teachers and learners as they study particular content areas in the current educational context. The volumes will center on the curriculum making that occurs at the interstices of four commonplaces: teacher, learner, subject matter, and milieu. Any defensible research method may be used. Preference will be shown to manuscripts that contribute actionable knowledge to the educational enterprise. The curriculum and instruction series will be of interest to professors, students enrolled in colleges of education, teachers, and the public at large.

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- Reflections on People, Policy, and Practices in Curriculum History
- Truth and Knowledge in Curriculum Making
- Facing Challenges and Complexities in Retention of Novice Teachers
- Educating About Social Issues in the 20th and 21st Centuries - Vol 4
- Exemplary Elementary Social Studies
- Educating About Social Issues in the 20th and 21st Centuries Vol. 3
- Schooling for Tomorrow's America
- Educating About Social Issues in the 20th and 21st Centuries Vol. 2
- Educating About Social Issues in the 20th and 21st Centuries Vol 1
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- Wise Social Studies in an Age of High-Stakes Testing
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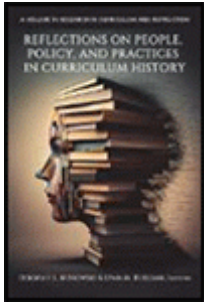
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Reflections on People, Policy, and Practices in Curriculum History

Deborah L. Morowski, Augusta University; Lynn M. Burlbaw, Texas A&M University

2024. Paperback 979-8-88730-544-8 \$52.99. Hardcover 979-8-88730-545-5 \$94.99. eBook 979-8-88730-546-2 \$85.

America's schools are constantly in the news today for safety concerns, contested curricula, teacher quality, test scores, and a variety of other topics. Although most people spend at least 12 years in school systems, they know little of the history or evolution of American schooling. The collection of papers assembled in this book are divided into three categories which greatly impacted American schooling: people, policy, and practices. This work seeks to shed light on what has occurred in curriculum history in the past so as to help readers develop a deeper understanding of how our system of schooling arrived at its current state.

The first section of the book examines the stories of people who had an influence on schooling and education. The second section focuses on the curricula and programs that were utilized in schools and districts throughout the country. The final chapter of the book looks at decisions that had long-ranging impact on educational policies.

The chapters of this book offer a glimpse into the history of American schooling and those people, policies, and practices that influenced its development. It is the editors' hope that the work will spark interest in scholars and students of educational history to examine other past, as well as present, stories of educators to expand our understanding of the saga that is the American schooling experience.

CONTENTS: Introduction. **SECTION I: PEOPLE.** Mary C. C. Bradford's Contribution to the Colorado Curriculum, *Heather K. Caldwell*. The Impact of Informal Curriculum Experiences: A Study of the Education of a Female Community Leader in Houston, Texas, *Linda J. Black*. The Contributions and Influence of F. James Rutherford on American Science Education: 1960–2022, *Catherine Lange*. Ruth Harris: Does Higher Education Practice What They Teach? *Vanessa Garry and Matthew D. Davis*. True Believer: The Progressivism of Willard Goslin, *Whitney G. Blankenship*. From Greek/Latin to Chinese: What We can Learn From the First Chinese Teacher at Harvard University, *Ye Tian*. **SECTION II: PRACTICES.** Forty Years of Service-Learning in the United States, 1969–2009, *Thomas A. Kessinger*. The Army Specialized Training Program and "Fast Track" Professional Preparation, *Jared R. Stallones*. Curricula for The Country: Farmers' Institutes in Indiana, 1890–1910, *Glenn P. Lauzon*. Towards a History of Medical Higher Education in the American South: Southern Nationalism, Racial Ethos, and the Flexner Report of 1910, *Tiffany Greer, R. Eric Platt, and Shamekia Woods*. Curriculum and the 1970s Culture Wars Man: A Course of Study, *Carolyn A. Weber, Julie Marie Frye, Connie Ables-Rigsbee, and Jesse Goodman*. The Curriculum and Courses of Study at Connecticut Agricultural College, *Simon N. Jorgenson*. Curricular Reforms and Progressive Rhetoric: Examining the Programme of Study in interwar Ontario, Canada, *Theodore M. Christou and Jackson Pind*. County Teachers' Institutes: A Snapshot From Gonzales, Texas, *Deborah L. Morowski and Mindy Spearman*. Content and Pedagogical Knowledge in Colorado Teachers' Mathematics Exams at the Turn of the 20th Century, *Robert M. Capraro, Lynn M. Burlbaw, and Linda Reichwein Zientek*. Forty Years of Teacher Certification: The De Facto Social Studies Curriculum: Colorado County Tests, 1880–1920, *Lynn M. Burlbaw*. **SECTION III: POLICY.** Contested Curriculum and Pedagogy: California During the Rafferty Era, *Mark Groen*. Nature Study and the New Geography: Pre-Incarnations of Place-Based Educational Theory and Practice—1890–1920, *Charles Elfer*. Chartered Waters: The Twisted Navigation of the American Charter School Movement, *James E. Schul and James W. Reineke*. Are We Men or Are We Mice: Grades, Guns, and the Formation of Gender at Riverside Junior College, 1929–1941, *Margaret A. Nash*. Schism in the Schoolhouse: The Tenuous Relationship Between Social Scientists and Educationists Within the AHA Commission on the Social Studies (1929–1934), *James E. Schul*. About the Authors.



Truth and Knowledge in Curriculum Making

Lobat Asadi, Texas A&M University; Cheryl J. Craig, University of Houston

2021. Paperback 978-1-64802-326-2 \$52.99. Hardcover 978-1-64802-327-9 \$94.99. eBook 978-1-64802-328-6 \$85.

Truth and Knowledge in Curriculum Making, addresses issues in curriculum and instruction, such as the lack of Black

teachers, minority representation, and mentorship.

The book arose from a serial interpretation of five published narrative inquiries that pinpointed complexities lived in a teacher knowledge community at T.P. Yaeger Middle School, a campus located in the fourth largest urban center in America. The inquiry initially resulted in a documentary-style presentation at an educational conference using performance narrative inquiry as an arts-based method to recount the research. In *Truth and Knowledge in Curriculum Making*, the process of researchers turned actors is unraveled by looking at the lived experiences and identifying the embodied knowledge of teachers in different content areas including Physical Education, Music, Teaching English as a Second Language, Mathematics, and Reading. The authors use parallel stories, counter stories, story constellations, musical narrative inquiry, performance narrative inquiry and other narrative means of sense-making as they examine how they may relate to those stories. Ethical research dilemmas, including the how and why behind each author's choice to burrow into difficult topics such as race, gender and conflict resolution are revealed. By unpacking the hidden curriculum, examining value creation and by revealing isolated relational experiences of participants and researchers, *Truth and Knowledge in Curriculum Making* instantiates and outlines how truth and knowledge may be formed in educational settings through intertwining narrative inquiry, teacher knowledge and aesthetic ways of knowing.

CONTENTS: Preface. Introduction: *Truth and Knowledge in Curriculum Making*. **PART I: CURRICULUM MAKING IN TEACHER EDUCATION.** Stories to Return By: Physical Educators' Restorative Journey to Reconcile Professional Identity and Spiritual Identity, *HyeSeung Lee*. Locating Helen Within Schwab's Curriculum Commonplaces: Collaborative Curriculum Making in Yaeger's Knowledge Community, *Miguel Burgess Monroy*. Mentoring and Teacher Induction: Imparting Pearls of Wisdom, *Erin A. Singer*. Hearing the Voice of a Black Educator, Like Me, *Kevin L. Jones*. Narrative Inquiry-Infused Conflict Management and Resolution: Navigating Conflict in Professional Teacher Relationships, *Matthew J. Etchells*. **PART II: MEANING MAKING IN TEACHER EDUCATION.** Performance Story-Telling: Casting the Researcher as Actor, *Lobat Asadi*. Musical Resonance of Helen's Narrative, *Eunhee Park and Boo Hyun Kim*. Exploring the Intersectionality of Hidden, Gendered, and White-Washed Curricula in Two Urban Teachers' Parallel Stories, *Ambyr Rios*. Something Is a Bit Fishy: Wading Through Helen's Experiences in Relational Realms, *Vicki G. Mokuria and Diana Wandix-White*. A Butterfly's Lived Experience: An Integrated Way of Knowing, Doing, Being, and Curriculum Making Your Best-Loved Self, *Michele Norton*. The Final Act: *Truth and Knowledge in Curriculum Making*, *Lobat Asadi and Cheryl J. Craig*. About the Contributors.



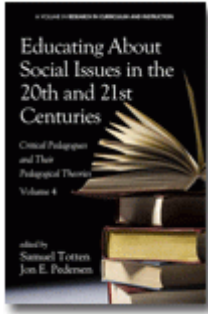
Facing Challenges and Complexities in Retention of Novice Teachers

Denise McDonald, University of Houston-Clear Lake

2018. Paperback 978-1-64113-299-2 \$52.99. Hardcover 978-1-64113-300-5 \$94.99. eBook 978-1-64113-301-2 \$85.

The chapters in the book present in-depth examination of novice teachers' experiences in Houston area schools during their first-through-third year of teaching. Their professional challenges and the unique conditions in which they must navigate their developing and sometimes fragile teacher identity are comprehensively explored.

CONTENTS: Situating Teacher Induction in the Urban Teaching Context: A Journey Through New Terrain as Novice Teachers' Share Stories of Finding Their Way, *Denise McDonald, Cheryl J. Craig, and Gayle Curtis*. Walking With Fish, Swimming With Cats: Novice Teachers and Equity, *Michele Kahn*. "I Feel Like Edith Piaf": A Novice Teacher's Expression of Sorrow and Hope, *Denise M. McDonald*. Jekyll and Hyde: One Teacher—Two Schools, *Jean Kiekel*. Career Changers' Experiences as Neophyte Middle School ESL Teachers, *Kent Divoll, Leslie Gauna, and Angelica Ribeiro*. Experiences From the Field: Voices of Novice Special Education Teachers During Their Induction Years, *Bernardo Pohl*. Becoming an Art Teacher: Prismatic Experiences of Three Beginning Visual Art Teachers, *Carrie Markello*. The Gordian Knot of Teacher Induction: When Context Trumps Teacher Preparation and the Desire to Teach, *Cheryl J. Craig, Paige Evans, Jing Li, and Donna Stokes*. Supporting New English Language Arts Teachers as Nascent Professionals: What Enables and Impedes Their Instructional Designs and Their Intentions to Help Secondary Students Succeed With the Curriculum and Required Assessments, *Laura Turchi and Kristen Nance*. Care as an Approach for Supporting Induction Years Secondary Mathematics Teachers, *Jacqueline Sack and Judith Quander*. Integrating Technology in the Classroom: Is It Happening? *Xiao Han*. When Qualifications are Not Enough: A Latina Spanish Bilingual Teacher's Decision to Leave, *Christine Beaudry and Leslie Gauna*. Book Summary: A Big Picture View of Teacher Induction Experiences Across the Disciplines Helping Policy Makers See the Forest Through the Trees, *Denise McDonald, Cheryl Craig and Gayle Curtis*.



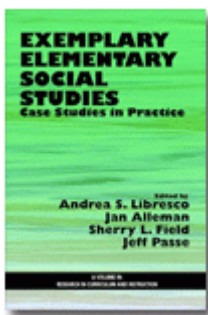
Educating About Social Issues in the 20th and 21st Centuries - Vol 4 Critical Pedagogues and Their Pedagogical Theories

Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina

2014. Paperback 9781623966287 \$72.99. Hardcover 9781623966294 \$104.99. eBook 9781623966300 \$85.

This volume is the fourth, and last, volume in the series entitled *Educating About Social Issues in the 20th and 21st Centuries: An Annotated Bibliography*. Volumes I and Volume 2 focused on (1) the lives and work of notable scholars dedicated to addressing why and how social issues should become an integral component of the public school curriculum, and (2) various topics/approaches vis-à-vis addressing social issues in the classroom. Volume 3 addressed approaches to incorporating social issues into the extant curricula that were not addressed in the first two volumes. This volume, Volume Four, focuses solely on critical pedagogy: both the lives and work of major critical pedagogues and the different strains of critical pedagogy the latter pursued (e.g., critical theory in education, critical feminism in education, critical race theory).

CONTENTS: Preface: Reflections on Critical Theory in Education, *Ronald Evans*. Introduction, *Samuel Totten*. 1. Critical Theory in Education, *Tabitha Dell'Angelo, Gregory Seaton, and Nathaniel Smith*. 2. Critical Feminism in Education, *Desiree R. Lindbom-Cho, Kirsten T. Edwards, Kenneth J. Fasching-Varner, and Roland W. Mitchell*. 3. Critical Race Theory in Education, *Laura Quaynor and Timothy Lintner*. 4. Pedagogy of Reinvention: Paulo Freire in 20th and 21st Century Education, *Gail Russell-Buffalo and Nichole Stanford*. 5. Stanley Aronowitz: Reproaching Labor, the Political Left, and the Self-Imposed Limits of Public Education, *Shaun Johnson*. 6. Ira Shor, *Cathy Leogrande*. 7. Michael Apple: Neo-Marxist Analyst of Schooling, the Curriculum, and Education Policy, *Miguel Zavala*. 8. Jean Anyon: Social Theory and Education, *Todd Cherner, Rachael Gabriel, & Jessica Nina Lester*. 9. Henry Giroux and the "Crisis" of 21st Century Education, *Gail Russell-Buffalo*. 10. Transformative Praxis: Barry Kanpol and the Quest for a Public Identity, *Karen Ragoonaden*. 11. Evolving Critical Pedagogy: Contributions from Joe Kincheloe, *Todd Cherner, Rachael Gabriel, & Jessica Nina Lester*. 12. Peter McLaren: Intellectual Instigator, *Lynda Kennedy*. 13. bell hooks: Feminist Critique Through Love, *Nancy Taber*. 14. Kathleen Weiler: A Feminist Scholar/Educator for Change: Gender, Class and Power, *Deborah Donahue-Keegan*. 15. Christine Sleeter, *Sara Carrigan Wooten, Reagan Mitchell, Kenneth Fasching-Varner, and Roland Mitchell*. 16. William F. Tate, IV: Mathematics, Critical Race Theory and Social Justice: A Formula for Equitable Access and Opportunity to Learn, *Charlene Johnson Carter and Michael Carter*. 17. Gloria Ladson-Billings: Race, Voice and Social Justice, *Charlene Johnson Carter*. 18. The Scholarship of Carlos Alberto Torres: A Dialectic of Critique and Utopia, *Christine Brigid Malsbary and Winmar Way*. 19. Elizabeth Ellsworth, *Kenneth J. Fasching-Varner, Margaret-Mary Sulentic-Dowell, Roland W. Mitchell, and Desiree R. Lindbom-Cho*. 20. Gloria Anzaldúa's Radical Vision for Social and Political Transformation: Breaking Boundaries, Building Bridges, Changing Consciousness, *Suniti Sharma*. 21. Expanding Notions of Pedagogy: The Works of Carmen Luke, *Lisa Edstrom & Rachel Roegman*. 22. Patti Lather, *Laura A. Valdiviezo and J. Lee O'Donnell*.



Exemplary Elementary Social Studies Case Studies in Practice

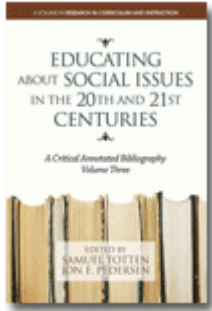
Andrea S. Libresco, Hofstra University; Janet Alleman, Michigan State University; Sherry L. Field, University of Texas at Austin; Jeff Passe, The College of New Jersey

2014. Paperback 9781623965983 \$52.99. Hardcover 9781623965990 \$94.99. eBook 9781623966003 \$85.

In many elementary classrooms, social studies has taken a back seat to English Language Arts and Mathematics in the wake of No Child Left Behind and Race to the Top. This volume is not another hand-wringing lament. On the contrary, the elementary educators who have contributed to this volume have a positive set of stories to tell about how social studies can play a central role in the elementary classroom, how teachers can integrate social studies knowledge and skills throughout the school day, and how this learning can carry over into children's homes and communities.

The seven case studies in this book, one at each elementary grade level, highlight exemplary teachers in whose classrooms social studies is alive and well in this age of accountability. At the end of each case study, each teacher provides advice for elementary teachers of social studies. Our hope is that elementary teachers and prospective teachers, elementary principals, social studies supervisors, staff developers, and professors of elementary social studies methods who study the stories that we tell can be empowered to return social studies to its rightful place in the curriculum.

CONTENTS: Social Studies in the Age of Accountability: The Two Are Not Mutually Exclusive, *Jeff Passe, Amy Good, and Andrea S. Libresco*. Listening to and Nurturing Interested, Passionate, and Thoughtful Sixth Graders, *Andrea S. Libresco*. Fostering Civic Efficacy and Action Through Fifth Graders' Civic Zines, *Roi Kawai, Stephanie Serriere, and Dana Mitra*. Generating Higher Order and Meaningful Social Studies Instruction for Fourth Graders With a Documents-Based Test, a Lead Teacher, and a Community of Learners, *Andrea S. Libresco*. Multiple Intelligences Theory to Practice in Third Grade: Call All Children to Learn, *Karon LeCompte and Kristine Kruczek Mains*. Service Learning to Empower Second Graders as Change Agents, *Stephanie C. Serriere*. Teaching Social Studies Within a First-Grade Learning Community, *Janet Alleman and Jere Brophy, and Barbara Knighton*. Intentionally Incorporating Social Studies Everywhere in a Kindergarten Classroom, *Jeff Passe*. Common Practices of Exemplary Teachers: Implications for Our Practice, *Andrea S. Libresco, Janet Alleman, and Sherry L. Field*.



Educating About Social Issues in the 20th and 21st Centuries Vol. 3 A Critical Annotated Bibliography

Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina

2014. Paperback 9781623965235 \$72.99. Hardcover 9781623965242 \$104.99. eBook 9781623965259 \$85.

EDUCATING ABOUT SOCIAL ISSUES IN THE 20th and 21st Centuries: A Critical Annotated Bibliography, Volume 3 is the third volume in a series that addresses an eclectic host of issues germane to teaching and learning about social issues at the secondary level of schooling, ranging over roughly a one hundred year period (between 1915 and 2013). Volume 3 specifically addresses how an examination of social issues can be incorporated into the extant curriculum. Experts in various areas each contribute a chapter in the book. Each chapter is comprised of a critical essay and an annotated bibliography of key works germane to the specific focus of the chapter.

CONTENTS: Introduction, *Samuel Totten and Jon E. Pedersen*. Using Discussion to Facilitate Student Engagement in Social Issues, *Lara Willox and Jeff Passe*. Incorporating Writing into the Classroom to Address Social Issues: Analysis and Action, *Sarah Staples-Farmer and Loukia K. Sarroub*. Using Technology to Analyze, Discuss, and/or Act on Social Issues in the Classroom, *Elizabeth Yeager Washington and Emma K. Humphries*. Incorporating Primary Documents into a Study of Social Issues, *Samuel Totten and Karen L. Riley*. Incorporating Oral History into a Study of Social Issues, *William R. Fernekes and Samuel Totten*. Incorporating Political Cartoons into an Examination of Social Issues Across the Curriculum, *Samuel Totten*. Using Films to Address Social Issues in the Classroom, *William B. Russell III and Joshua L. Kenna*. Let the Music Play On: Using Music to Address Social Issues, *Mark A. Previte*. Incorporating the Visual Arts into a Study of Social Issues, *Mindy Spearman*. Using Historical Fiction to Help Students Gain a Deeper Understanding of Key Social Issues, *Jodi L. Bornstein*. Integrating Literature into a Study of Social Issues in United States History: Adding Context, Emotion, and Perspective, *Mary Beth Henning and Todd Johnson*. Incorporating Literature into the Study of Social Issues in Government and Civics, *Elizabeth Yeager Washington*. Incorporating Role Playing and Simulations in an Examination of Key Social Issues, *Barbara Slater Stern and Steven L. Purcell*. Trends and Issues in Global Education, *Guichun Zong and Sohyun An*. About the Editors. About the Contributors.



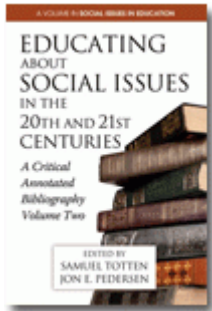
Schooling for Tomorrow's America

Marcella L. Kysilka, University of Central Florida; O. L. Davis, University of Texas - Austin

2013. Paperback 9781623963552 \$52.99. Hardcover 9781623963569 \$94.99. eBook 9781623963576 \$85.

This book can be read by educators at all stages in their careers. What a great selection for a book study group of practicing teachers or for a seminar with graduate students. The authors share their thoughts about education for the future, but also inform us about the past. Whether you encounter this book as a textbook or for a professional learning community, the contents will inform and inspire you, encouraging you to think deeply and work towards the improvement of education.

CONTENTS: Acknowledgements. Foreword. Prologue. Public Schooling in Hard Times: Adaptation and Invention Remain Possibilities, *O. L. Davis, Jr.* Educational Aims for the Twenty-First Century, *Nel Noddings*. Teacher Learning and Leadership: Community, Collaboration, and Challenge, *Ann Lieberman*. Educating Citizens for Tomorrow's Diverse World, *James A. Banks*. Worrying About Diversity of a Different Kind, *David C. Berliner*. Teach Freedom! William Ayers. What Might Schools of the Future Be Like? *Deborah Meier*. Preparing Teachers for Tomorrow's America, *Marilyn Cochran-Smith and Christine Power*. American Schools, Today and Tomorrow, *Alan H. Schoenfeld*. Educating the Whole Child: Intellect, Emotion, and Spirit, With Wisdom and Passion, *Barbara Day and Elizabeth De Gaynor*. Is Meeting the Diverse Needs of All Students Possible? *Gloria Ladson-Billings*. About the Contributors.



Educating About Social Issues in the 20th and 21st Centuries Vol. 2 A Critical Annotated Bibliography

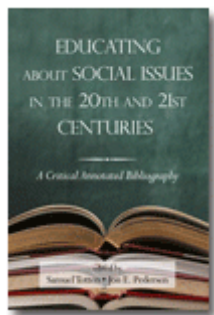
Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina

2013. Paperback 9781623961626 \$52.99. Hardcover 9781623961633 \$94.99. eBook 9781623961640 \$85.

Over the course of the past decade and a half, we, Samuel Totten and Jon E. Pedersen, have co-edited a series of books on teaching and learning about social issues. Our goal has been to build a series that would broadly represent the work that has been undertaken over the past 110 plus years related to the field of teaching and learning about social issues. As we created and added to the series (see for example: *Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field*; *Researching and Teaching Social Issues: The Personal Stories and Pedagogical Efforts of Professors of Education*; *Teaching and Studying Social Issues: Major Programs and Approaches*), we came to the conclusion that the development of an annotated bibliography of the key works (books, chapters, articles, reports, and research) on a wide-range of issues/topics germane to teaching and learning about social issues was a logical addition to the series. In *Educating About Social Issues in the 20th and 21st Centuries Volume 1: A Critical Annotated Bibliography* (which was published in early 2012), the focus was on a host of programs, models, strategies and concerns vis-à-vis teaching and learning about social issues. This new book constitutes Volume Two in the series entitled *Educating About Social Issues in the Twentieth and Twenty First Centuries* and picks up where Volume One left off.

Included in this book are the pioneering works of the following: Boyd Bode, Alan F. Griffin, G. Gordon Hullfish, Richard Gross, Robert Yager, and James Banks. Collectively, their work on social issues spans the period between the late 1930s through the present (with James Banks and Robert Yager continuing to publish through today). As for the subjects/topics (other than pioneers of teaching about social issues) addressed in this volume, they are: Issues-Centered Approaches to Teaching Geography, Addressing Social Issues in Sociology and Anthropology Courses, Peace Studies, The Vietnam War, and LGBT.

CONTENTS: Introduction, *Samuel Totten and Jon E. Pedersen*. Alan F. Griffin: Reflective Thought and Social Studies for Democracy, *Bill Fernekes*. Boyd H. Bode: Missionary for Democracy, *Barbara Slater Stern*. H. Gordon Hullfish: Practitioner, Promulgator, and Protector of Democracy, *Barbara Slater Stern*. Richard E. Gross: Addressing Controversial Issues in the Classroom, *Samuel Totten*. Robert E. Yager: Science/Technology/Society (STS) Proponent, *Barbara S. Spector, Megan Ehlers, and Alfred Papagoytia*. James Banks: A Pioneer in Multicultural Education, *Jodi Bornstein and Kristine S. Lewis Grant*. Digital Geography for Issues-Based Instruction, *Todd Kenreich and Jeff Passe*. Second Class Citizens in the Social Studies Curriculum: The Role of Anthropology and Sociology in an Issues-centered Education Framework, *Mark A. Previte*. Peace Education Praxis, *Edward J. Brantmeier and Monisha Bajaj*. The Vietnam War: Dilemmas of Power, *Mary Beth Henning and Todd Johnson*. LGBT and the Extant School Curriculum: Issues, Approaches, and Resources, *Lance T. McCready, Mollie Blackburn, and Nathan Taylor*. Social Justice Teaching: What Is It and Why Does It Matter? *C. Gregg Jorgensen*.



Educating About Social Issues in the 20th and 21st Centuries Vol 1 A Critical Annotated Bibliography

Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina

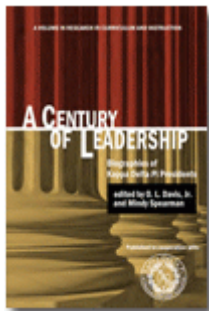
2012. Paperback 978-1-61735-572-1 \$72.99. Hardcover 978-1-61735-573-8 \$104.99. eBook 978-1-61735-574-5 \$85.

Educating About Social Issues in the 20th and 21st Centuries: A Critical Annotated Bibliography, is comprised of critical essays accompanied by annotated bibliographies on a host of programs, models, strategies and concerns vis-à-vis teaching and learning about social issues facing society. The primary goal of the book is to provide undergraduate and graduate students in the field of education, professors of education, and teachers with a valuable resource as they engage in research and practice in relation to teaching about social issues.

In the introductory essays, authors present an overview of their respective topics (e.g., The Hunt/Metcalf Model, Science/Technology/Science, Genocide Education). In doing so, they address, among other concerns, the following: key theories, goals, objectives, and the research base. Many also provide a set of recommendations for adapting and/or strengthening a particular model, program or the study of a specific social issue. In the annotated bibliographies accompanying the essays, authors include those works that are considered classics and foundational. They also include research- and practice-oriented articles. Due to space constraints, the annotated bibliographies generally offer a mere sampling of what is available on each approach, program, model, or concern.

The book is composed of twenty two chapters and addresses an eclectic array of topics, including but not limited to the following: the history of teaching and learning about social issues; George S. Counts and social issues; propaganda analysis; Harold Rugg's textbook program; Hunt and Metcalf's Reflective Thinking and Social Understanding Model; Donald Oliver, James Shaver and Fred Newmann's Public Issues Model; Massialas and Cox' Inquiry Model; the Engle/Ochoa Decisionmaking Model; human rights education; Holocaust education; education for sustainability; economic education; global education; multicultural education; James Beane's middle level education integrated curriculum model; Science Technology Society (STS); addressing social issues in the English classroom; genocide education; interdisciplinary approaches to incorporating social issues into the curriculum; critical pedagogy; academic freedom; and teacher education.

CONTENTS: Introduction. The History of Teaching and Learning About Social Issues: An Overview, *Samuel Totten and Thomas Fallace*. John Dewey and Teaching and Learning About Social Issues, *Samuel Totten and Jon E. Pedersen*. George S. Counts and Social Issues, *Gerald Gutek*. Propaganda Analysis: Its Background and Prospects, *O. L. Davis, Jr. and Vanessa M. Sikes*. Harold Rugg and Educating About Social Issues, *Ronald W. Evans*. The Hunt and Metcalf Model of Reflective Study of Social Problems, *William R. Fernekes*. Oliver, Shaver, and Newmann's Public Issues Model: Promoting Productive Civic Discussions, *Mary Beth Henning and Teresa Kruger*. Massialas and Cox: The Reflective Inquiry Model, *Barbara Slater Stern*. The Engle/Ochoa Decision-Making Model, *Mark A. Previte and Samuel Totten*. Human Rights Education, *Felisa Tibbitts and Samuel Totten*. Holocaust Education, *Samuel Totten*. Sustainability Education, *Mindy Spearman*. Teaching and Learning Economics in the Schools, *Jack Zevin*. Global Education and Issues-Centered Education, *William Gaudelli and Scott Wylie*. Multicultural Education, *Valerie Ooka Pang, Yuji Shimogori, Rachel Stein, Francisco Garcia, Mariana Gomez, and Amanda Matas*. James Beane's Integrative Curriculum Approach to Engaging Students in a Study of Social Issues and Community Service, *Jon E. Pedersen*. Science, Technology, Society, and Socioscientific Issues: The Evolution of a Social Issues Approach to Teaching Science, *Jon E. Pedersen and Troy D. Sadler*. Addressing Social Issues in the English Classroom, *Samuel Totten*. Genocide Education, *Samuel Totten*. Interdisciplinary Approaches to Incorporating Social Issues into the Curriculum, *Lara Willox and Jeff Passe*. Critical Theory and the Teaching of Social Issues, *Karen L. Riley*. Issues of Academic Freedom, *Jack L. Nelson*. Teacher Education and the Teaching of Social Issues, *Elizabeth Yeager Washington, Emma K. Humphries, and Tim Huth*. About the Contributors.



A Century of Leadership Biographies of Kappa Delta Pi Presidents

O. L. Davis, University of Texas - Austin; Mindy Spearman, Clemson University

2011. Paperback 978-1-61735-647-6 \$52.99. Hardcover 978-1-61735-648-3 \$94.99. eBook 978-1-61735-649-0 \$85.

Kappa Delta Pi is an international honor society in Education founded in 1911. This book chronicles the leadership of Kappa Delta Pi across the past century through a collection of short life stories about the 32 individuals who were elected by members to lead the Society. Through their work with their fellow officers, they helped keep alive the flame that called attention to the importance of highly qualified teachers in American schools, in the main, teachers whose academic credentials were very strong.

These life stories attend to KDP presidents' contributions to education, particularly with emphasis a) on high academic scholarship for educational professionals, e.g., teacher candidates, teachers at all levels, school administrators, college and university faculty members in education and in fields related to educational practice and knowledge; b) toward teacher candidates' mindful learning in and the integration of liberal arts, education, and other fields of study; c) and in the support and fostering of scholarly endeavors, especially substantive research and creative developments in the educational processes of schooling - all or many related to the individual's involvement in Kappa Delta Pi.

A number of elements of Kappa Delta Pi's purposes and practices during its first century are illuminated in this book. Many others remain obscured, neglected, or unknown. Readers reasonably may discover keys to increased understanding and wonderment as they read and think about the lives of these former presidents, particularly about their contributions to the continuance and strengthening of the Society. One impressive key surely is evident. Their presidencies not only helped Kappa Delta Pi to continue to exist. They also fostered the fruitful creation of this honor society in education. And so also will those members and leaders who, succeeding these former presidents, enter confidently into Kappa Delta Pi's second century.

CONTENTS: Prologue: Continuing the Creation of our Future, *O. L. Davis, Jr. and Mindy Spearman*. W.W. Denton (1915-1917): Establishing a National Organization, *Vanessa M. Villate*. Frank E. Thompson (1917-1919): Expanding the Society, *O. L. Davis, Jr.* William C. Bagley (1919-1924): The Founder and Spirit of Kappa Delta Pi, *Wesley Null*. Thomas Cooke McCracken (1924-1948): Committed to the Profession of Teaching, *Paula K. Greene*. William McKinley Robinson (1948-1950): A Steward for Rural Education and Life, *David Callejo Perez*. Frank L. Wright (1950-1953): Leader Over New Horizons, *Matthew D. Davis and Joshua M. Walehwa*. Katherine Vickery (1953-1958): Female Visionary, *Cheryl J. Craig*. John J. Harton (1958-1964): Steady Hand at the Helm, *O. L. Davis, Jr.* Gerald H. Read (1964-1966): International Educator, *Marcella L. Kysilka*. Esther J. McKune (1966-1968): A Determined Woman, *Marcella L. Kysilka*. Wippert Arnot Stumpf (1968-1970): Turbulent Times, *Ron Knorr*. Lorrene Love Ort (1970-1972): Valuing Artistic Creativity and Academic Excellence in Educators, *Sherril R. Colby*. Frank E. Marsh, Jr. (1972-1974): Sowing Seeds for Future Growth, *Mark Dietz*. A. Keith Turkett (1974-1976): "Ideals are Power", *Stephanie van Hover, David Hicks and John Baran*. Clementine Skinner (1976-1978): Educator, Historian, and Activist, *Cynthia Hansberry Williams*. Richard Louis Judd (1978-1980): Creating a Foundation for the Future, *Elizabeth Smith Harrison*. O. L. Davis, Jr. (1980-1982): Nurturing Scholarship and Honoring Excellence in Education, *Ron W. Wilhelm*. Jerry H. Robbins (1982-1984): Modernizing the Society, *Brenda Wheat Whiteman*. William Ross Palmer (1984-1986): Standing in Front of Lions, *Antonio J. Castro and Sarah Shear*. Marcella L. Kysilka (1986-1988): Leadership, Professionalism, and Society Management, *Edmund C. Short*. Bruce Jorgensen (1988-1990): Practical Leadership, *Jared Stallones*. John Petry (1990-1992): A Transformational Leader, *Karon N. LeCompte*. George L. Mehaffy (1992-1994): New Pathways, *Stephen S. Masyada and Elizabeth A. Washington*. Wallace D. Draper (1994-1996): Five New Plans, *Larry J. Kelly*. Morgan Simpson (1996-1998): Hope and Opportunity, *Jamin Carson*. Barbara D. Day (1998-2000): To Serve and To Lead, *Sherry L. Field and Michelle Bauml*. Janette Staton Rogers (2000-2002): Excellence In and Beyond the Classroom, *Robin Robinson Kapavik*. Blossom Snoyer Nissman (2002-2004): "Labels are for Jelly Jars, Not for Children", *Dana Haraway and Barbara Slater Stern*. John Douglas Light (2004-2006): A Lifetime Educator, *Janet Hammer and Patricia Wiese*. Karen Nicholson (2006-2008): Valuing Contemporary Educators, *Angela Eckhoff*. Pamela Kramer Ertel (2008-2010): A Quiet Leader, *Kelley M. King and Vivien Geneser*. Nathan Bond (2010-2012): Journey Toward the Centennial Celebration, *Sarah Mathews and Denisha Jones*. About the Authors.



Teaching and Studying Social Issues Major Programs and Approaches

Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina

2011. Paperback 978-1-61735-044-3 \$52.99. Hardcover 978-1-61735-045-0 \$94.99. eBook 9781617350467 \$85.

Teaching and Studying Social Issues: Major Programs and Approaches focuses on many of the major innovations developed over the past 100 years by noted educators to assist students in the study and analysis of key social issues that impact their lives and society. This book complements earlier books that address other aspects of studying and addressing social issues in the secondary classroom: *Researching and Teaching Social Issues: The Personal Stories and Pedagogical Efforts of Professors of Education* (Lexington, Books, 2006); *Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field* (Information Age Publishing, 2007); and *Social Issues and Service at the Middle Level* (Information Age Publishers, 2009).

The current book ranges in scope from Harold Rugg's pioneering effort to develop textbooks that purposely addressed key social issues (and thus provided teachers and students with a major tool with which to examine social issues in the classroom) to the relatively new efforts over the last 20 to 30 years, including global education, environmental education, Science/Technology/Society (STS), and genocide education. This book provides the readers with details about the innovators their innovations so they can (1) learn from past efforts, particularly in regard to what worked and didn't work and why, (2) glean new ideas, methods and approaches for use in their own classrooms, and (3) craft new methods and approaches based on the strengths of past innovations.

CONTENTS: Introduction: Teaching and Studying Social Issues: Major Programs and Approaches, *Samuel Totten and Jon E. Pedersen*. From Vision to Vilification to Rehabilitation: Harold Rugg, A Journey, *Karen L. Riley and Barbara Slater Stern*. Maurice P. Hunt and Lawrence E. Metcalf: Teaching High School Social Studies—Reflective Thinking, Closed Areas of Culture, Problem Solving Models and Values in Social Studies, *Sherry L. Field, Jeff Passe, Mary Lee Webeck, and Michelle Bauml*. Citizenship Education Using Rational Decision Making: Donald Oliver, James Shaver, and Fred Newmann's Public Issues Model, *Barbara Slater Stern*. The Reflective Classroom Envisioned in "Inquiry in Social Studies" by Massialas and Cox, *Jack Zevin*. Human Rights Education, *Felisa Tibbitts and William R. Fernekes*. Facing History and Ourselves: Noble Purpose, Unending Controversy, *Karen L. Riley, Elizabeth Yeager Washington, and Emma K. Humphries*. Teaching about the Holocaust in U.S. Schools, *Thomas D. Fallace*. Environmental Education, Mindy Spearman. An "Economic Way of Thinking": Approaches and Curricula for Teaching about Social Issues through Economics, *Phillip J. VanFossen and Christopher McGrew*. Teaching Social Issues from a Global Perspective, *Merry M. Merryfield*. Multicultural Education Reform Movement, *Allan R. Brandhorst*. The (Unfulfilled) Promise of Critical Pedagogy, *Ronald W. Evans*. Education for Democratic Citizenship: Decision Making in the Social Studies, *Mark A. Previte*. The Many Faces of STS: Social Issues in Science Education, *Barbara Spector and Robert Yager*. Beane's Integrative Curricular Program, *Jon Pedersen*. Genocide Education, *Samuel Totten*. Biographies.



An Awkward Echo Matthew Arnold and John Dewey

Mark David Dietz, Independent Scholar, Austin, Texas

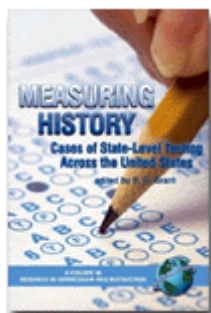
2010. Paperback 978-1-60752-398-7 \$52.99. Hardcover 978-1-60752-399-4 \$94.99. eBook 9781607524007 \$85.

Matthew Arnold, 19th century English poet, literary critic and school inspector, felt that each age had to determine that philosophy that was most adequate to its own concerns and contexts. This study looks at the influence that Matthew Arnold had on John Dewey and attempts to fashion a philosophy of education that is adequate for our own peculiarly awkward age. Today, Arnold and Dewey are embraced by opposing political positions. Arnold, as the apostle of culture, is often advocated by conservative educators who see in him a support for an education founded on great books and Victorian values, while Dewey still has a notably liberal coloring and is not too infrequently tarred for the excesses of progressive education, even those for which he bears no responsibility at all. Both, no doubt, are misread by those who rather carelessly use them as idols for their own politics of education.

This study proposes a pluralistic approach to education in which pluralism means not only plurality of voices, but also plurality of processes. Using a model built out of a study of rhetoric and hermeneutics, four aspects of mind are identified that draw Arnold and Dewey into close correspondence. These aspects are the tentacle mind (using Dewey's favorite metaphor for breaking down the barrier between mind and body), the critical mind (which builds on the concepts of criticism that animated both Arnold and Dewey's approach to experience), the intentional mind (which attempts a long overdue rehabilitation of the concept of authority and an expansion upon the increasingly apparent limitations of reader-response theory) and the reflective-response mind (in which the contemplative mind is treated to that active quality that makes it more a true instrumentality and less an obscuring mechanism of isolation).

Dewey echoed Matthew Arnold who himself echoed so many of the voices that preceded and were contemporary with his own. Theirs were awkward echoes, as all such echoes invariably are. They caught at the intentionality of those voices they echoed, trying for nearness, but hoping, at least, for adequacy. Awkward, but adequate, is what this study offers, but it may well be what we most need right now.

CONTENTS: Preface. 1. Sketching. 2. Educational Pluralism. 3. The Tentacled Mind. 4. The Critical Mind. 5. The Intentional Mind. 6. The Reflective Mind. 7. An Adequate Echo. Bibliography. Author Bio.



Measuring History

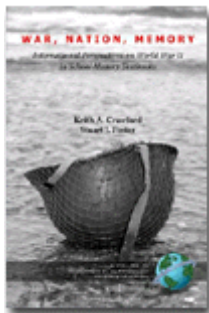
Cases of State-Level Testing Across the United States

S. G. Grant, SUNY Buffalo

2009. Paperback 1-59311-479-6 978-1-59311-479-4 \$52.99. Hardcover 1-59311-480-X 978-1-59311-480-0 \$94.99. eBook 9781607525400 \$85.

Measuring History complements the cases presented in *Wise Social Studies Practices* (Yeager & Davis, 2005). Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state-level testing. In this book, the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them. At the heart of *Measuring History* are cases of classroom teachers in seven states (Florida, Kentucky, Michigan, New York, Texas, Mississippi, and Virginia) where new social studies standards and new, and generally high-stakes, state-level history tests are prominent. In these chapters, the authors describe and analyze the state's testing efforts and how those efforts are being interpreted in the context of classroom practice. The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform. Catherine Horn (University of Houston) and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment, the research literature, and the technical qualities of history tests.

CONTENTS: Foreword, *O. L. Davis, Jr.* Introduction: *Measuring History*, *S. G. Grant*. The State of State-Level History Tests, *S. G. Grant and Catherine Horn*. Research on History Tests, *S. G. Grant*. The Technical Realities of Measuring History, *Catherine Horn*. Paradox of Practice: Expanding and Contracting Curriculum in a High-Stakes Climate, *Letitia Fickel*. Teaching History in the Age of Accountability: Measuring, History or Measuring Up to It? *Avner Segal*. Using Primary Documents With Fourth-Grade Students: Talking About Racism While Preparing for State-Level Tests, *Jane Bolgatz*. Teaching in Spite of, Rather than Because of, the Test: A Case of Ambitious History Teaching in New York State, *Jill Gradwell*. Teaching in a High-Stakes Testing Setting: What Becomes of Teacher Knowledge? *Cynthia Salinas*. Teaching History in the Old Dominion: The Impact of Virginia's Accountability Reform on Seven Secondary Beginning History Teachers, *Stephanie van Hover*. Negotiating Control and Protecting the Private: Accountability, History Teachers and the Virginia Standards of Learning, *Ann Marie Smith*. "Does Anybody Really Understand This Test?" Florida History School Social Studies Teachers' Efforts to Make Sense of the FCAT, *Elizabeth Anne Yeager and Matthew Pinder*. The Impact of a High School Graduation Examination on Mississippi Social Studies Teachers' Instructional Practices, *Kenneth Vogler*. *Measuring History Through State-Level Tests: Patterns and Themes*, *S. G. Grant*. The Future of High-Stakes History Assessment: Possible Scenarios, Potential Outcomes, *William Gaudelli*. About the Authors.



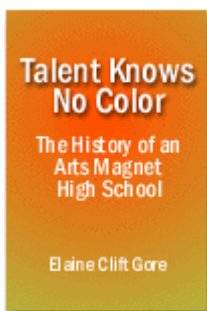
War, Nation, Memory

International Perspectives on World War II in School History Textbooks

Keith A. Crawford, Newcastle University, Australia; Stuart J. Foster, University of London

2007. Paperback 978-1-59311-851-8 \$52.99. Hardcover 978-1-59311-852-5 \$94.99. eBook 9781607526599 \$85.

The Second World War stands as the most devastating and destructive global conflict in human history. More than 60 nations representing 1.7 billion people or three quarters of the world's population were consumed by its horror. Not surprisingly, therefore, World War II stands as a landmark episode in history education throughout the world and its prominent place in school history textbooks is almost guaranteed. As this book demonstrates, however, the stories that nations choose to tell their young about World War II do not represent a universally accepted "truth" about events during the war. Rather, wartime narratives contained in school textbooks typically are selected to instil in the young a sense of national pride, common identity, and shared collective memory. To understand this process War, Nation, Memory describes and evaluates school history textbooks from many nations deeply affected by World War II including China, France, Germany, Japan, USA, and the United Kingdom. It critically examines the very different and complex perspectives offered in many nations and analyses the ways in which textbooks commonly serve as instruments of socialisation and, in some cases, propaganda. Above all, War, Nation, Memory demonstrates that far from containing "neutral" knowledge, history textbooks prove fascinating cultural artefacts consciously shaped and legitimated by powerful ideological, cultural, and sociopolitical forces dominant in the present.



Talent Knows No Color

The History of an Arts Magnet High School

Elaine Clift Gore, Mitchell College

2007. Paperback 978-1-59311-761-0 \$52.99. Hardcover 978-1-59311-762-7 \$94.99. eBook 9781607526230 \$85.

In the summer of 1970, the members of the New Orleans Fifth Circuit Court of Appeals understood clearly the realities of race in the South. Houston, Texas, like other Southern cities, had made haste toward racial school desegregation as slowly as the White Southern Federal courts would allow. When the High School of Performing and Visual Arts opened its doors in Houston a year later, a new superintendent and liberal-dominated Board of Education wished to demonstrate the positive potential of a voluntarily desegregated student body. HSPVA was the first United States public school for the arts specifically used for racial desegregation purposes, the prototype for the first public urban magnet program of desegregation used to replace a standing court order, and a continuing prototype for other public magnet schools for the arts across the United States.

Talent Knows No Color is a 35-year history of HSPVA, exemplary in both arts and academics, which chronicles multi-perspective participant experiences within the context of ever-changing district education policies and demographics. Ten years of school system and HSPVA archival research, examination of local newspapers, and oral history interviews allow a rich narrative unusual among the already limited number of scholarly histories of individual public schools. It is the description and analysis of everyday occurrences that assist the reader in understanding what Series Editor O. L. Davis, Jr. refers to as "the continuing, likely never ending, practical development of one particular high school and its curriculum."

CONTENTS: Foreward. Preface. Acknowledgments. **Part I: HSPVA Origins.** Chapter 1. Beginning. Chapter 2. Creating A Reputation. **Part II: On The Map.** Chapter 3. Schooling In A \$7,000,000 Goldfish Bowl. Chapter 4. Refining A Reputation. **Part III: The Mature School.** Chapter 5. Succeeding In A New Era. Chapter 6. Historical Rhetoric And Reality.



Addressing Social Issues in the Classroom and Beyond The Pedagogical Efforts of Pioneers in the Field

Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina

2007. Paperback 978-1-59311-566-1 \$52.99. Hardcover 978-1-59311-567-8 \$94.99. eBook 9781607527992 \$85.

Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field is comprised of essays that delineate the genesis and evolution of the thought and work of pioneers in the field of social issues and education. The authors (many of whom, themselves, are noted professors of education and who have done significant work in the field of social issues and education) delineate and analyze the efforts (e.g., theoretical work, research, curriculum development, and teaching) of such pioneers within the larger framework of their life-story. As a result, the reader is not only introduced to the significant work of each pioneer but valuable and often fascinating insights into how his/her life experiences informed his/her thinking, beliefs, goals and work.

This book constitutes a rich and unusual record of the thinking and accomplishments of those luminaries who worked tirelessly in the belief that a well-educated and well-informed populace was absolutely imperative in a democracy if the latter were to remain healthy and vibrant.

Beyond current scholars and students, we believe that this book will be of great interest to a wide spectrum of individuals: teacher educators who perceive the need to avail their students of the rich history, rationales and methods for incorporating the study of social issues across the curriculum; professors who teach history of curriculum courses and/or history of education courses are likely to be drawn to the book, both for the rich stories as well as the bounty of information found in each chapter; those who specialize in autobiographical studies in the field of education are likely to find the book to be remarkably rich and valuable both for their own research as well as in their teaching; secondary level teachers in science, social studies, and English who are interested in incorporating the study of social issues into the courses they teach will glean incredibly rich insights into why and how to go about such an endeavor; and future scholars and students who care deeply about how society impacts education, education impacts society, and how individuals and groups can have a positive impact on society through their collective efforts are bound to find the book both fascinating and instructive.

CONTENTS: Foreword, *O.L. Davis, Jr.* Introduction: Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field, *Samuel Totten & Jon Pedersen.* John Dewey and Social Action, *Mark David Dietz & O.L. Davis, Jr.* George S. Counts and Social Issues, *Gerald L. Gutek.* Harold Rugg: Apostle of the Modern Social Studies Curriculum, *Ron Evans.* H. Gordon Hullfish: Teacher, Reflective Thinker, Democratic Defender, *Mary Lee Webeck, Susan Robertson, & Sherry L. Field.* Jesse H. Newlon and Education For Democratic Citizenship, *Alan W. Garrett.* A Rebellious Jersey Girl: Rachel Davis DuBois, Intercultural Education Pioneer, *Chara Haeussler Bohan.* "Take a Walk Around Yourself": Diversity and Equity in the Work of Alice Miel, *Mindy Spearman.* Alan F. Griffin: Role Model For the Reflective Study of Modern Problems, *William R. Fernekes.* Shirley H. Engle: A Persistent Voice For Issues Centered Education, *Mark A. Previte.* Maruice P. Hunt: Activist Teacher, Scholar, Collaborator, *Sherry L. Field, Mary Lee Webeck & Susan Robertson.* Imagining the Future: Theodore Brameld on the Frontiers Of Multicultural Education, *Karen L. Riley.* Educating for Life in a Democracy: The Life and Work of Richard E. Gross, *Paul Robinson & Murry Nelson.* Lawrence E. Metcalf: In the Right Place at the Right Time, *Jeff Passe.* Paul DeHart Hurd: Staying the Course For 72 Years, *Barbara S. Spector.* Donald Oliver: The Search for Democratic Community, *Barbara Slater Stern.* E. Joseph Piel: The Making of a Risk Taker in Academia, *Barbara S. Spector.* Maxine Greene: "Wide-Awakeness" as a Form of Moral Vigilance and Action, *Samuel Totten.* Selected Bibliography of Pioneers. List of Contributors. Index.



Exposing a Culture of Neglect Herschek T. Manuel and Mexican American Schooling

Matthew D. Davis, Rowan University

2006. Paperback 1-59311-314-5 978-1-59311-314-8 \$52.99. Hardcover 1-59311-315-3 978-1-59311-315-5 \$94.99. eBook 9781607524687 \$85.

In this book Professor Davis illustrates the often unexpected reach of historical research intended originally to fill a knowledge gap. He found a forgotten figure from the past who as a scholar and teacher had contributed significantly to education. Manuel's story warranted attention, but in reconstructing it Professor Davis discovered leads to a more complex account in which the key actor, his ideas, and certain precise, albeit dynamic, social conditions intersected and influenced each other. In the end the book not only fills a gap, making the history of education in Texas and the United States more complete, it also underscores the thrust of other recent contributions to Latin American studies in casting doubt on the reliability of previously accepted standard histories. These accounts now seem dated and suspiciously wrong-headed. New research like that of Professor Davis pointedly suggests the old histories need to be reconceptualized, reorganized, and rewritten. Methodologically and substantively, his book advances work on this agenda. Specifically, it provokes fresh thinking about the now indisputably linked histories of education research, Mexican Americans, and racism in the United States.

CONTENTS: Foreword: No Ashes, No Phoenix, Donald Warren. Acknowledgments. Prologue: The Importance of a Life. **SECTION I: Temperance Well Leaned (1887-1925): The Childhood and Early Career of an Educator.** Indiana Roots (1887-1913). Indiana to Texas Interlude (1913-1925). **SECTION II: Passion Revealed (1925-1940): "Segregation is a Dangerous Policy"**. Texas Beginnings (1935-1940). Picture of Neglect and Antagonism. Psychologist as Prophet (1930-1940). **SECTION III: Passion Endures (1940-1976): The Improvement of Human Relations.** Model Inter-American (1940-1958). Elder Statesman (1958-1976). Epilogue: Manuel's Legacies. Appendix: Herschel T. Manuel—Bibliography. References.



The Pursuit of Curriculum Schooling and the Public Interest

J. Wesley Null, Baylor University; William A. Reid

2006. Paperback 1-59311-507-5 978-1-59311-507-4 \$52.99. Hardcover 1-59311-508-3 978-1-59311-508-1 \$94.99. eBook 9781607527176 \$85.

In this far-reaching discussion of curriculum and liberal education, William A. Reid compares curriculum making to the idea of "pursuit." Like justice, Reid argues that curriculum is not something that we own or possess in a material sense; rather, it is an achievement that anyone involved in schooling must and should pursue. Drawing upon the acclaimed work of Joseph J. Schwab, Reid discusses four traditions within curriculum theory (the systematic, the radical, the existentialist, and the deliberative), and then makes his case that a deliberative perspective is the soundest, most long-lasting philosophical tradition for curriculum theorists to follow. Reid's goal is to persuade readers to engage in the age-old practice of deliberation.

Wesley Null introduces readers to Reid's book with a new introduction and postscript that connect the Schwab-Reid tradition to the ancient roots upon which deliberative theory is based. Null also draws connections between Reid's text and contemporary issues facing curriculum and education in 21st century America. In a world in which passion-driven arguments for extreme views on curriculum often dominate discussions, Reid's book offers a balanced perspective that is rooted in reason, wisdom, and a deep-seated commitment to justice and the public good. This book speaks directly to teachers, school administrators, university faculty, and anyone else who is interested in thinking clearly about the question of what should be taught in America's schools.

CONTENTS: Foreword by O. L. Davis, Jr. Introduction. Preface. PART I—Perspectives on the Curriculum. Chapter 1. How We Think About Curriculum. Chapter 2. The Institutional Character of Curriculum. Chapter 3. Ways of Understanding: Great Ideas or Eclectic Arts? Chapter 4. Curriculum Perspectives and Philosophies of Schooling. PART II—A Deliberative Perspective. Chapter 5. The Case for a Deliberative Perspective. Chapter 6. The Commonplace of the Teacher. Chapter 7. The Commonplace of the Student. Chapter 8. The Commonplace of Subject Matter. Chapter 9. The Commonplace of the Milieus. Chapter 10. The Commonplace of Curriculum Making. Epilogue: Schooling and the Public Interest. Postscript: Rediscovering the Public Interest. Bibliography. Author Index. Subject Index. About the Authors.



What Shall We Tell the Children? International Perspectives on School History Textbooks

Keith A. Crawford, Newcastle University, Australia; Stuart J. Foster, University of London

2006. Paperback 1-59311-509-1 978-1-59311-509-8 \$52.99. Hardcover 1-59311-510-5 978-1-59311-510-4 \$94.99. eBook 9781607525349 \$85.

The pages of this book illustrate that as instruments of socialization and sites of ideological discourse textbooks are powerful artefacts in introducing young people to a specific historical, cultural and socioeconomic order. Crucially, exploring the social construction of school textbooks and the messages they impart provides an important context from within which to critically investigate the dynamics underlying the cultural politics of education and the social movements that form it and which are formed by it.

The school curriculum is essentially the knowledge system of a society incorporating its values and its dominant ideology. The curriculum is not "our knowledge" born of a broad hegemonic consensus, rather it is a battleground in which cultural authority and the right to define what is labelled legitimate knowledge is fought over. As each chapter in this book illustrates curriculum as theory and practice has never been, and can never be, divorced from the ethical, economic, political, and cultural conflicts of society which impact so deeply upon it. We cannot escape the clear implication that questions about what knowledge is of most worth and about how it should be organized and taught are problematic, contentious and very serious.

CONTENTS: Foreword. Preface. Introduction: The Critical Importance of History Textbook Research, *Stuart Foster and Keith Crawford*. Defining the Boundaries of "Chineseness": Tibet, Mongolia, Taiwan, and Hong Kong in Mainland History Textbooks, *Edward Vickers*. Culture Wars: Japanese History Textbooks and the Construction of Official Memory, *Keith Crawford*. A Gendered National Identity: An Analysis of North and South Korean Textbooks, *Misook Kim*. Beyond the National and the Transnational: Perspectives of WWII in U.S.A, Italian, Swedish, Japanese, and English School History Textbooks, *Jason Nicholls*. The Construction of European Identity 1945-Present, *Yasemin Soysal*. From Evasion to a Crucial Tool of Moral and Political Education: Teaching National Socialism and the Holocaust in Germany, *Falk Pingel*. Whose History? Portrayal of Immigrant Groups in U.S. History Textbooks, 1800-Present, *Stuart Foster*. The Islamization of Pakistani Social Studies Textbooks, *Yvette Claire Rosser*. Reconstructing the Past, Constructing the Future in Israeli Textbooks, *Dan Porat*. Control through Education? The Politicization of Israeli and Palestinian School Textbooks, *Jonathan Kriener*. The Dynamics of History Textbook Production During South Africa's Educational Transformation, *Rob Siebörger*. About the Contributors.



Deep Change Cases and Commentary on Schools and Programs of Successful Reform in High Stakes States

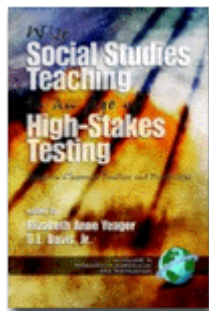
David Strahan, University of North Carolina, Greensboro; Gerald Ponder, University of North Carolina, Greensboro

2005. Paperback 1-59311-189-4 978-1-59311-189-2 \$52.99. Hardcover 1-59311-190-8 978-1-59311-190-8 \$94.99. eBook 9781607526766 \$85.

This book presents cases of schools (Part One) and programs at the district level and beyond (Part Two) in which reform, while driven by high-stakes accountability, became larger and deeper through data-driven dialogue, culture change, organizational learning, and other elements of high performing cultures. Commentaries on cross-case patterns by Ann Lieberman and Michael Fullan and a chapter on "now what?" first steps provide implications for initiating deep change that results in improved student learning outcomes even in challenging activity settings.

CONTENTS: The Dailiness, Dilemmas, and Dialogue of Deep Change, *Gerald Ponder and David Strahan*. **Part I: Journeys Toward Significance: Reports From Schools.** Success Cycles at Hunter Elementary: Collaboration, Culture, Commitment and Continuity, *Gerald Ponder and Sandy Webb*. Sustaining School Reform at Hunter Elementary: The Role of University - School Partnerships, *Robert Gasparello, Joseph Farrell, Sue Mercier, Samuel Miller, Jean Rohr and Gerald G. Duffy*. Developing a Shared Stance Toward Learning at Central Elementary School, *David Strahan, Heidi Carlone, Suzanne Horn, Fern Dallas, and Anita Ware*. Continuing a Journey toward Significance at Central Elementary School, *David Strahan and Jennifer Mangrum*. Powerful Learning: Creating Learning Communities in Urban School Reform, *Joy Phillips*. Inquiry as Stance: An Administrator-Initiated Narrative Practice, *Cheryl Craig*. Negotiating Tensions in School Reform: Efforts to

Promote a Learning Community in an Urban Middle School, *Fern Dallas and David Strahan*. Commentary on Schools of Significance, *Ann Lieberman*. **Part II: Programs Of Significance: Case Studies Of Initiatives That Connect Schools.** That Dog Won't Hunt!: Exemplary School Change Efforts Within the Kentucky Reform, *Shelby Wolf, Hilda Borko, Rebekah L Elliott, and Monette C. McIver*. Reforming Schools by Reforming Relationships: The Bryan Leadership Development Initiative, *Kathleen M. Ponder, Jennifer Martineau, Karen Dyer, and Mike Renn*. Rural School Improvement Networks: Creating Possibilities for Significance in the 21st Century, *Vernon Farrington, Mark L'Esperance, and Steve Mazingo*. Migrant Education, *Pedro Reyes and Carol Fletcher*. Beating the Odds: Teaching Middle and High School Students to Read and Write Well, *Judith Langer*. Commentary on Programs of Significance, *Michael Fullan*. **Part III: Patterns of Promise: First Steps in Initiating Deep Change for Student Success**, *David Strahan and Gerald Ponder*.



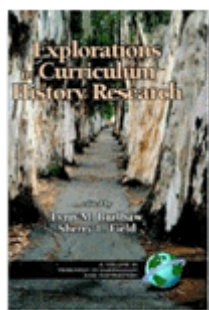
Wise Social Studies in an Age of High-Stakes Testing Essays on Classroom Practices and Possibilities

O. L. Davis, University of Texas - Austin; Elizabeth Anne Yeager, University of Florida

2005. Paperback 1-59311-372-2 978-1-59311-372-8 \$52.99. Hardcover 1-59311-373-0 978-1-59311-373-5 \$94.99. eBook 9781607526827 \$85.

The chapters in this volume illustrate how teachers are bringing creativity, higher-order thinking, and meaningful learning activities into particular school settings despite pressures of standards and testing. We chose the word wise for the title of this book, and we use it frequently to describe the pedagogical practices we have identified. The words powerful and ambitious are used as well. The larger point, as Keith C. Barton makes in his chapter, is that there is no necessary connection between content standards and high-stakes tests on the one hand, and lowlevel, rote instruction on the other. He reminds us, as Thornton (1991) and Wiggins (1987) previously have argued, that "teachers play a crucial role in mediating educational policy, and their intentions and interpretations have at least as much influence on classroom practice as does the content of standards and highstakes tests." Barton also asserts that "this makes it all the more crucial to identify the wisdom of practice that enables teachers . . . to engage students in powerful educational experiences."

CONTENTS: Foreword. Introduction: The "Wisdom of Practice" in the Challenging Context of Standards and High-Stakes Testing. *Elizabeth Anne Yeager*. "I'm Not Saying These Are Going To Be Easy": Wise Practice in an Urban Elementary School. *Keith C. Barton*. How She Stopped Worrying and Learned to Love the Test. . .Sort Of. *Andrea S. Libresco*. Voices of Florida Elementary School Teachers: Their Conceptions of Wise Social Studies Practice. *Diane Yendol-Hoppey, Jennifer Jacobs, and Keith Tilford*. A Good Teacher in Texas: Conversations about Wisdom in Middle School Social Studies Practice. *Mary Lee Webeck, Cinthia S. Salinas, and Sherry L. Field*. The Impact of Accountability Reform on the "Wise Practice" of Secondary History Teachers: The Virginia Experience. *Stephanie D. van Hover and Walter F. Heinecke*. More Journey Than End: A Case Study of Ambitious Teaching. *S.G. Grant*. Wise Practice in an Innovative Public School. *Diana Hess*. Wise Practice in High School Social Studies: The Case of Joe Gotchy. *Bruce Larson*. Engaging Pedagogy in an Advanced Placement European History Classroom. *John K. Lee*.



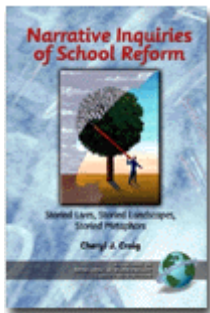
Explorations in Curriculum History

Sherry L. Field, University of Texas at Austin

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Narrative Inquiries of School Reform Storied Lives, Storied Landscapes, Storied Metaphors

Cheryl J. Craig, University of Houston

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This book culminates five years of extensive field-based inquiry with teachers and principals in four reforming school contexts. It arises from living alongside teachers and principals, entering into their realities, engaging them in conversations, seeing school life through their eyes, and employing the words and images they use to wrap around their experiences. It involved thinking narratively about schools as sites of high drama within which teachers and principals negotiate meaning as knowledgeable and knowing human beings. It gave primacy to everyday events taking shape on school landscapes. It meant creating spaces and devoting enormous amounts of time to observing and listening hard to what teachers and principals say and do when reform initiatives become personally lived in context--from their points of view.

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