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*Research in Social Education*

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Concerned scholars and educators, since the early 20th century, have asked questions regarding the viability of Black history in k-12 schools. Over the years, we have seen k-12 Black history expand as an academic subject, which has altered research questions that deviate from whether Black history is important to know to what type of Black history knowledge and pedagogies should be cultivated in classrooms in order to present a more holistic understanding of the group’s historical significance. Research around this subject has been stagnated, typically focusing on the subject’s tokenism and problematic status within education. We know little of the state of k-12 Black history education and the different perspectives that Black history encompasses.

The book, Perspectives on Black Histories in Schools, brings together a diverse group of scholars who discuss how k-12 Black history is understood in education. The book’s chapters focus on the question, what is Black history, and explores that inquiry through various mediums including its foundation, curriculum, pedagogy, policy, and psychology. The book provides researchers, teacher educators, and historians an examination into how much k-12 Black history has come and yet how long it still needed to go.


Controversial Issues in Social Studies Education in Turkey: The Contemporary Debates consists of different research each analyze a controversial topic that is significant to understand the social and political dynamics of Turkish society and culture.

One of the purpose of this volume is to analyze and discuss how various controversial issues are perceived by Turkish educators. It also provides insight about how to think and re-organize education both in Turkey and in a global world by taking perceptions of in-service and pre-service social studies teachers on controversial issues and how to teach about them in the Turkish context into consideration. Lastly, it may provide educators and researchers who are interested in teaching and examining such issues with a holistic view.

CONTENTS: Introduction. Acknowledgments. PART I: GENDER ISSUES. Intersections of Globalization, Gender, and Culture in Social Studies, Mustafa Sever, Ayşe Soyulu, and Ahmet Kayasli. Examining Gender Issues: Social Studies Curricula, Teacher Education Programs, and Perceptions’ of Preservice Social Studies Teachers, Ayşegül Pehlivan Yilmaz,
Over the past decade, the world has experienced a major economic collapse, the increasing racial inequity and high-profile police killings of unarmed Black and Brown people, the persistence of global terrorism, a large-scale refugee crisis, and the negative impacts of global warming. In reaction to social instability, there are growing populist movements in the United States and across the world, which present major challenges for democracy. Concurrently, there has been a rise of grassroots political movements focused on increasing equity in relation to race, gender, class, sexual orientation, and religion. The role of social studies teachers in preparing the next generation of democratic citizens has never been more important, and the call for more social studies teacher educators to help teachers address these critical issues only gets louder.

This volume examines how teacher educators are (or are not) supporting beginning and experienced social studies teachers in such turbulent times, and it offers suggestions for moving the field forward by better educating teachers to address growing local, national, and global concerns. In their chapters, authors in social studies education present research with implications for practice related to the following topics: race, gender, sexual orientation, immigration, religion, disciplinary literacy, global civics, and social justice. This book is guided by the following overarching questions: What can the research tell us about preparing and developing social studies teachers for an increasingly complex, interconnected, and rapidly changing world? How can we educate social studies teachers to “teach against the grain” (Cochran-Smith, 1991, 2001b), centering their work on social justice, social change, and social responsibility?


Repensar la Educación para un Mundo Global y Transcultural

Encarna Soriano, Universidad de Almería


Además disponible en inglés: Rethinking Education for a Global, Transcultural World
Repensar la educación es esencial en un mundo, global, transcultural, cambiante y comunicado. A través del libro Repensar la Educación para un Mundo global, Transcultural se argumenta y se analiza cómo construir relaciones entre la escuela y la sociedad, y las posibilidades de trascender las barreras en diferentes contextos nacionales: Chile, Israel, México, Marruecos, Polonia y España.

El principal objetivo que queremos conseguir con las aportaciones realizadas en el libro, es conocer cómo los Sistemas Educativos y las escuelas de diferentes países responden a los cambios sociales causados por la globalización, las migraciones y las tecnologías de la comunicación.

Los autores son profesores de diferentes disciplinas científicas y de diferentes religiones, culturas y puntos de vista que viven las realidades descritas en los capítulos y piensan desde estas realidades cómo mejorar y cómo debe ser la educación en un mundo global, desafiante y cambiante. Hacemos hincapié en la importancia de este libro y sus implicaciones en la educación de niños y jóvenes, y en la formación de los maestros. Por esta razón, este es un libro diseñado para profesores de escuelas primarias y secundarias, padres, directores, supervisores, profesores universitarios que forman a los maestros, para los estudiantes de la universidad y para todos los que quieren saber y pensar acerca de la educación en un mundo global e intercultural y las nuevas formas de comunicación para hacer frente al aprendizaje, ya sea a nivel local o a nivel mundial.

La misión de todos es continuar construyendo la educación, y para ello en este libro se presentan las contribuciones y recomendaciones de los profesionales de diferentes partes del mundo que permitirán al lector conocer, analizar, comprender y apreciar la importancia de la educación para preparar a los estudiantes en un pensamiento abierto y crítico en un mundo global. Los capítulos no ofrecen una panacea, pero ofrecen muchas ideas sobre cómo, a través de la educación, preparar a los ciudadanos para una sociedad global y transcultural.

The global networking promoted by technology, globalization and migration that are occurring at a large scale, requires school systems that develop in the students new types of skills, based on the ability to understand the world and its problems and instill a sense of responsibility and cooperation to enhance the resolution of the great problems of mankind.

Rethinking education is essential in a global, transcultural, changing and communicated world. Throughout the book Rethinking Education for a Global, Transcultural World is argued and analyzed how to build relationships between the school and society, and the possibilities of transcending the barriers in different national contexts: Chile, Israel, Mexico, Morocco, Poland, and Spain.

The main goal we want to achieve with the contributions made in the book is to know how education systems and schools in different countries respond to the social changes caused by globalization, migration and new communication technologies.

The authors are professors of different scientific disciplines and different faiths, cultures and points of view, living the realities described in the chapters and thinking from these realities how to improve and how should be the education in a global, challenging and ever-changing world. We stress the importance of this book and its implications in the education of children and youth and in the preparation of teachers. For this reason, this is a book designed for teachers of primary and secondary schools, parents, principals, supervisors, university teachers who prepare school teachers, university students and those who want to know and think about education in a global and intercultural world and new forms of communication to face learning, whether at local or at world level.

The mission of all is continue building education, and to facilitate this work in this book are presented contributions and recommendations of professionals around the world that will allow the reader to know, analyze, understand and appreciate the importance of education to prepare students to function with open and critical thinking in a global world. The chapters do not offer a panacea, but offer many ideas on how, through education, prepare citizens for a global and transcultural society.

Through rapid developments in commerce, transportation and communication, people once separated by space, language and politics are now interwoven into a complex global system (Friedman, 2005). With the rise of new technology, local populations, businesses and states are better equipped to participate and act in a thriving international environment. Rising instability in the Middle East is immediately reported to oil and gas brokers in the U.S. Within seconds cable channels, iPods, social networking sites, and cell phones are relaying how protests in Egypt and Libya give hope to citizens around the world yearning for freedom. As events like 9/11 and the 2008 Financial Crisis have demonstrated, there is no retreat from the interconnectedness of the global system. As societies strive to empower citizens with the skills, understandings and dispositions needed to operate in an interconnected global age, teachers are being encouraged to help students use technologies to develop new knowledge and foster cross cultural understandings.

As pressures mount for society to equip today’s youth with both the global and digital understandings necessary to confront the challenges of the 21st century, a more thorough analysis must be undertaken to examine the role of technology on student learning (Peters, 2009). This work will highlight the complex, contested, and contingent ways new technologies are being used by today’s youth in a digital and global age. This text will present audiences with in-demand research that investigates the ways in which student use of technology mediates and complicates their learning about the world, its people, and global issues.


Creating Socially Responsible Citizens
Cases from the Asia-Pacific Region

John J. Cogan, University of Minnesota, Twin Cities; David L. Grossman, The East-West Center


This book originates from a collaborative research initiative to examine how various societies in the Asia-Pacific Region construct moral and civic education, and to what extent these systems achieve the democratic objective of creating socially responsible citizens. In many western societies there is at least a rhetorical tendency to separate the moral and civic dimensions of citizenship education, and in some cases to exclude the moral dimension from the discourse of preparing citizens.

However, as cross-societal dialogues and research about citizenship education have increased in the past two decades,
scholars have identified differences in the emphasis put on the moral dimension of citizenship education across the Asia-Pacific region. In many predominantly Confucian, Islamic and Buddhist societies, for example, the emphasis on the moral dimension of citizenship education is explicit, and in some cases, central.

While awareness of a divide, or perhaps more appropriately a continuum in the role of moral versus civic education in democratic societies has been recognized for some time, to our knowledge this book marks the first effort of this scope to address the issue of the moral/civic divide in citizenship education. Thus, through a cross-cultural dialogue across societies in the Asia-Pacific Region, this book addresses the issue of whether elements of both civic and moral education can be effectively joined to create a “socially responsible” citizen.

CONTENTS: Preface. 1 Introduction, David L. Grossman and John J. Cogan. 2 Teaching for Social Justice across the Curriculum: Connecting Theory and Practice, John T. King. 3 The Development of Civic and Moral Education in Hong Kong’s Changing Context, Yan Wing Leung and Timothy W.W. Yuen. 4 Governance and Self-Governance in Macau: Is There a Pathway to Socially Responsible Citizens? Teresa Sou Kuan Vong. 5 Educating Socially Responsible Citizens: A View from Hawai’i, Gay Garland Reed. 6 Local Governments as Promoters of Citizenship Education: A Case Study of Shinagawa City, Tokyo, Julie Higashi. 7 Challenges and Opportunities for Citizenship Education in the Changing Society of South Korea, Yong Lin Moon. 8 Citizenship Education in Mexico, Maria Eugenia Luna-Elizarraras. 9 Epilogue, John J. Cogan and David L. Grossman. About the Contributors.

Critical Global Perspectives
Rethinking Knowledge about Global Societies
Binaya Subedi, The Ohio State University

The primary purpose of this book is to invite educators to (re)think what it means to critically conceptualize knowledge about the world. In other words, imagining curriculum in a critical way means decolonizing mainstream knowledge about global societies. Such an approach re-evaluates how we have come to know the world and asks us to consider the socio-political context in which we have come to understand what constitutes an ethical global imagination. A critical reading of the world calls for the need to examine alternative ways of knowing and teaching about the world: a pedagogy that recognizes how diverse subjects have come to view the world. A critical question this book raises is: What are the radical ways of re-conceptualizing curriculum knowledge about global societies so that we can become accountable to the different ways people have come to experience the world? Another question the book raises is: how do we engage with complexities surrounding social differences such as gender, race, ethnicity, religion, etc., in the global contexts? Analyzing global issues and events through the prism of social difference opens up spaces to advocate a transformative framework for a global education curriculum. Transformative in the sense that such a curriculum asks students to challenge stereotypes and engages students in advocating changes within local/global contexts.

A critical global perspective advocates the value of going beyond the nation-state centered approach to teaching about topics such as history, politics, culture, etc. It calls for the need to develop curriculum that accounts for transnational formations: an intervention that asks us to go beyond issues that are confined within national borders. Such a practice recognizes the complicated ways the local is connected to the global and vice versa and cautions against creating a hierarchy between national and global issues. It also suggests the need to critically examine the pitfalls of forming dichotomies between the local (or the national) and the global or the center and the periphery.

This book aims to fill this gap in the scholarship on social education by drawing on the research findings and/or experiences from scholars in eight East and Southeast Asian societies. In this regard the editors of this book hope that it will be a significant addition to the literature, and will shed light on how the social education curricula are constructed and implemented across these societies in response to both internal and external forces. At the same time this book is not a comprehensive survey of social education in the region. Rather it is a selective set of case studies examining contested and compelling issues in the debates about social education in eight diverse societies in East and Southeast Asia.

The book will be intellectually stimulating and inspiring, not only to the social educators and comparativists who can see more about social science education from non-western perspectives, but also to curriculum developers, policy makers, social educators and front-line teachers who can enrich their professional experiences through learning from other countries/regions.

Critical Issues in Social Studies Teacher Education

Susan Adler, University of Missouri - Kansas City


Taken together, these authors explore the many and varied challenges faced by teacher educators generally, and social studies teacher educators specifically. Their analyses and recommendations provide a starting point for ongoing deliberations about the nature and challenges of the field. There are no easy answers; but continuing the discussion is crucial.


Critical Race Theory Perspectives on the Social Studies

The Profession, Policies, and Curriculum

Gloria Ladson-Billings, University of Wisconsin


**Education for Democracy**  
*Contexts, Curricula, Assessments*  
Walter C. Parker, University of Washington  

Part of the "Research in Social Education" series, this text is divided into three parts: contexts; curricula; and assessments. It covers such topics as the irony of exclusion; teaching tolerance; and multicultural citizenship education.


**Critical Issues in Social Studies Research for the 21st Century**  
William B. Stanley, University of Colorado at Boulder  

The authors of the nine other chapters in this book have struggled with the issues discussed above in several different ways. The chapter authors represent a wide range of views and expertise within the field of social studies. Some have been leading social studies scholars for three or four decades. Other authors represent new voices that have begun to shape the direction social studies will take in the future. The topics examined here include the debate over how to define social studies, social studies and the impact of the standards/accountability movement, the contextual con-straints/restraints on teaching social studies, education for democracy, rationales for teaching history, multicultural education, global education, social studies and educational technology, and the nature and effectiveness of social studies research.

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