



Book Series

Social Issues in Education Series

Series Editors

Todd S. Hawley, *Kent State University*

The Social Issues in Education book series supports teaching and learning through a rich exploration of social issues in public school classrooms and beyond. Given the important and diverse perspectives of teaching social issues, this series is committed to empowering educators to engage students in the study of social issues, which include inequity, racism, and sexism, among others. To this end, the series will continue to explore theoretical positions on the role social issues in education can play within a social democracy for transformative, socially-just democratic teaching and learning. In an effort to realize this goal, the series supports the work of scholars and teachers committed to addressing social issues in teacher education, K-12 education, content specific courses, and inclusive classrooms, as well as the ways teachers and students learn in their local communities. By opening up dialogue, pushing boundaries and creating space for purposeful and powerful teaching and learning, the work published in the Social Issues in Education book series is intended to lead in developing a more empowered, socially democratic educational experience where teachers, students and community members collaborate to address the social issues that constrain the capacity of all people to thrive and flourish in a just society.

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The proposal should include the following sections:

- A statement of aims, including the purpose, scope and market for your book project
- A brief abstract (150 to 200 words)
- A table of contents with chapter summaries
- A review of competing titles
- Format of the book
- Timeline for completion
- Indicate which chapters, if any, have been previously published
- A curriculum vitae for each author/editor
- Notes on the contributors and their affiliations (if this is an edited volume)
- Writing sample or sample chapter

Please do not submit a full-length manuscript until invited to do so.

Proposals should be submitted as an email attachment to Dr. Todd S. Hawley at the following address: thawley1@kent.edu

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- Teaching About Diversity
- Teaching About Social Justice Issues in Physical Education

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Teaching About Diversity Activities to Start the Conversation

Melissa J. Marks, University of Pittsburgh-Greensburg; Scott DeWitt, Knox College

2020. Paperback 978-1-64802-076-6 \$45.99. Hardcover 978-1-64802-077-3 \$85.99. eBook 978-1-64802-078-0 \$65.

This book offers easily implemented strategies for use with secondary and undergraduate students to promote greater engagement with the realities of diversity and commitment to social justice within their classrooms. Defining diversity broadly, the book provides effective pedagogical techniques to help students question their own assumptions, think critically, and discuss issues within race, religion, ethnicity, gender, sexual orientation, socioeconomic status, and ability.

The K-12 student population is increasingly diverse in terms of race, ethnicity, language, religion, socio-economic status, and family structure. However, the overwhelming majority of teachers continues to come from White, non-urban, middle class backgrounds (Fletcher, 2014; Hughes et al., 2011). These differences can have serious repercussions for student learning. Non-majority students who feel that their culture or background is not acknowledged or accepted at school are likely to disengage from expected academic and social activities (Hughes et al., 2011). Concurrently, the majority students remain unaware of privilege and ignorant of societal systemic discrimination.

In order to teach for social justice, ideas regarding power structure, privilege, and oppression need to be discussed openly. Fear of upsetting students or not knowing how to handle the issue of social justice are commonly heard reasons for not discussing “difficult” subjects (Marks, Binkley, & Daly, 2014). However, when teachers choose not to discuss topics within diversity, students assume that the topics are taboo, dangerous, or unimportant. These assumptions impede students’ abilities to ask important questions, learn how to speak about issues effectively and comprehend the complex challenges woven into current national conversations.

CONTENTS: Preface. **SECTION I: OVERVIEW OF DIVERSITY** CHAPTER 1: Why Is It Necessary to Teach Diversity? CHAPTER 2: Overarching Themes Within Diversity. CHAPTER 3: Student Defensiveness. **SECTION II: ASPECTS OF DIVERSITY AND TECHNIQUES TO DISCUSS THEM** CHAPTER 4: Getting Students Talking. CHAPTER 5: Starting to Reflect. CHAPTER 6: Culture. CHAPTER 7: Race. CHAPTER 8: Immigration Status and Citizenship. CHAPTER 9: Religion. CHAPTER 10: Gender. CHAPTER 11: Sexual Orientation. CHAPTER 12: Ability/Disability. CHAPTER 13: Social Class and Socioeconomic Status. **SECTION III: WHERE DO WE GO FROM HERE?** CHAPTER 14: Activity: Social Justice Project. About the Authors.



Teaching About Social Justice Issues in Physical Education

Jennifer L. Walton-Fisette, Kent State University; Sue Sutherland, The Ohio State University; Joanne Hill, University of Bedfordshire

2019. Paperback 978-1-64113-719-5 \$45.99. Hardcover 978-1-64113-720-1 \$85.99. eBook 978-1-64113-721-8 \$65.

Addressing social justice issues in a physical education context is necessary both at the higher education and PK-12 settings. Limited undergraduate and graduate programs educate their students about social justice issues, thus, resulting in licensed teachers who lack the content knowledge, comfort level and pedagogical tools on how to educate students about issues related to social justice. Grounded in the transformative pedagogy theoretical framework, this book will offer practical lessons and strategies on a wide variety of social issues (e.g., body, race, self-identity, immigration) that can be used in teacher education and the PK-12 setting. The goal is for teacher educators and practitioners to feel more comfortable with teaching about and for social justice and believe this resource will enhance their content and pedagogical knowledge in the quest to achieve that goal.

The purpose of this book is to provide physical education teacher educators and PK-12 physical education teachers with lesson plans and resources on how to address social justice issues in a physical education setting. This book will include sample lesson plans/activities that address a wide variety of social issues – the what, the how and the challenges and possibilities that the author(s) encountered when teaching such a lesson/activity. Addressing social justice issues has been limited in physical education, both in higher education and PK-12, especially in the United States. Numerous scholars,

internationally, have engaged in research studies that explored how social justice issues are addressed in physical education teacher education. Although we have research to support the limitations and complexities of teaching about sociocultural issues and for social justice, a more practical resource for teacher educators and inservice teachers is needed.

The market for this book will be physical education teacher educators and PK-12 physical education teachers throughout the world.

CONTENTS: Introduction, *Jennifer L. Walton-Fisette*. **PART I.** Five Principles of Transformative Pedagogies in PETE, *Rod Philpot and Alan Ovens*. Taking Action for Change: (Participatory) Action Research and Social Justice Education, *Joanne Hill*. **PART II.** Accessing Pre-Service Teachers' Self-Identity through Critical Reflection, *Jennifer L. Walton-Fisette and Sue Sutherland*. Laying the Foundation for Social Justice in Physical Education: Exploring Self-identity, *Sue Sutherland and Jennifer L. Walton-Fisette*. Challenging Bullying: Lessons from Adventure-based Learning, *Sue Sutherland*. Real Jocks Can't Dance: Aesthetic Pedagogical Disruptions of Body Work in Physical Education, *Louise McCuaig and Karen Shelley*. All Kinds of Strong: Disrupting Dominant Discourses of Fitness within Elementary School Physical Education, *Mara Simon and Shrehan Lynch*. Universal Design for Learning in Physical Education: Strategies for PETE, *Ali Brian and Sally Taunton*. A Socially Just (Different)ability Curriculum Idea in Physical Education, *Shrehan Lynch*. Empowering English Language Learners in physical education: Using "Sight and Action", *Brian Culp*. Using children's cultural experiences and traditions to add meaning and relevance to PE teaching in the primary age range, *Sarah Hill and Joanna Sweeney*. What We Talk About When We Talk About Gender: Constructing and Deconstructing Gender through Physical Education Teacher Education, *Leigh Sperka, Rachel O'Brien, and Eimear Enright*. Reflections on and Strategies to Create Gender Parity in Physical Education Lessons, *Alexandra Baird*. Indigeneity and Physical Education: Culturally Relevant and Socially Just Possibilities, *Daniel B. Robinson and Kate Jadis*. Equality and Diversity in Teacher Education: Developing an Understanding of Race and Ethnicity in the Classroom, *Jason Arday*. Strategies and Lessons in Physical Education Related to Race, *Julie Fimusanmi*. Welcoming (Students') God(s) into the Gymnasium: PETE Possibilities for Introducing Religiosity and/or Spirituality into Physical Education, *Daniel Robinson and Lynn Randall*. Having Faith in Religion and/or Spirituality within Physical Education, *Sam Zanini*. 'Somewhere Over the Rainbow...': Queer(y)ing Physical Education Teacher Education, *Leanne Coll*. Disrupting the Heteronormative and Homophobic Culture Within Physical Education: Creating Inclusive Spaces in the Gymnasium, *Rachel Harrison and Charlotte Shipley*. Teaching Pre-service Teachers About Socioeconomic Status, *Sara Flory*. A Sport Activist Model of Working With Youth from Socially Vulnerable Backgrounds, *Carla Luguetti and Kim Oliver*. **PART III.** Creating a Social Just and Equitable Curriculum in Physical Education, *Jennifer L. Walton-Fisette, Sue Sutherland, and Joanne Hill*. Critical Sport Pedagogy in Pre-PETE Courses, *Michelle Flemons*. Student-Centered Inquiry as Curriculum in Physical Education Teacher Education, *Kim Oliver and Carla Luguetti*.



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