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Social Science Education Consortium Book Series

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Whitney G. Blankenship, *San Antonio College*; Matthew T. Missias, *Grand Valley State University*; Anne Aydinian-Perry, *University of Wyoming*; Dean P. Vesperman, *University of Wisconsin-River Falls*

The underlying theme in the Social Science Education Consortium Book Series is the power of the social sciences to deepen the public's understanding of significant social problems and to improve the quality of social and political discourse and decision-making. Social science disciplines represent rich knowledge domains and, importantly, offer powerful ways of thinking that can provide a foundation for systematic analysis and reasoned deliberation. The series aims to help educators convey the knowledge and intellectual tools of the social sciences in PreK-12 schools and in teacher education.

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Out of Turmoil

Catalysts for Re-learning, Re-Teaching, and Re-imagining History and Social Science

Dean P. Vesperman, University of Wisconsin-River Falls; Anne Aydinian-Perry, University of Wyoming; Matthew T. Missias, Grand Valley State University; Whitney G. Blankenship, San Antonio College

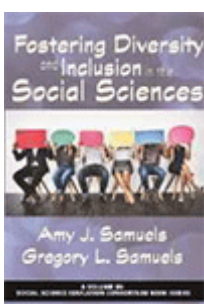
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It is not difficult to argue that the social sciences are in a period of transition. Our day-to-day lives have been marked by uncertainty as our social lives have vacillated wildly between highs and lows, tensions between fellow citizens have heightened along ideological fault lines, and educators have been placed squarely at the center of public discourses about what—and how—we should be teaching. By any measure, we are living in a time where every moment seems to be rife with high stakes realities that must be navigated.

Ladson-Billings (2020) called on educators to reimagine education and contest the notion of a “return to normal.” In the current highly polarized context where we see multiple competing narratives, rather than promoting a “return to normal” or “business as usual” approach, we argue that educators must use the lessons of the last two years, as well as draw on what we have learned from history and the social sciences. By asking ourselves how we might interrogate and inform current social landscapes and the challenges that arise from them, we have the opportunity to take leadership in fostering innovation, building solidarity, and re-imagining the teaching and learning of history and the social sciences.

We recognize that humans live in multiple complex communities that include intersectional identities; relationships with power, agency, and discourses; and lived realities that are as unique as they are divergent. Consequently, the task of educators, and the goal of this volume, is to provide a clarion voice to a dynamic, relational, and undeniably human social world.

CONTENTS: Acknowledgments. Introduction, *Dean P. Vesperman, Anne Aydinian-Perry, Matthew T. Missias, and Whitney G. Blankenship*. **PART I: CRITICAL EDUCATION IN TIMES OF TURMOIL.** Approaching Critical Literacy With a Critical Race Theoretical Approach to Encourage Reflective and Just Democracy, *Amy J. Samuels and Gregory L. Samuels*. What Do We Need to Know Now? Racial and Technological Pedagogical Content Knowledge for Discussing Race in Online History Classrooms, *Lightning Jay*. Preparing White Students for a Multiracial World, *Antony Farag and Bailey Verdone*. **PART II: PEDAGOGIES OF CHANGE.** Teaching Social Studies in a Time of COVID-19: An Examination of Contradictions in Activity, *Dean P. Vesperman and Mariah Pol*. Re-imagining Citizenship Education Through Critical-Transformational Human Rights Education, *Ian M. McGregor, Glenn Mitoma, and Sandra Sirota*. The Three Cs for Teaching in Contentious Times, *Debby Shulsky and Sheila Baker*. Un-learning, Re-learning, and Re-imagining Together: Early Career Teachers Engaging in Collaboration Toward Racial Literacies Development, *Mary Adu-Gyamfi, Joey Laurx, Trustin Dinsdale, and Rylie Kever*. **PART III: GLOBAL RESPONSES TO TURMOIL.** A Tumultuous Tale of Socially Just Teaching: A Migrant Asian Australian Teacher’s Critical Autoethnographic Account of Guiding White Bodies Through an Asian Ethnoburb, *Aaron Teo*. Engaging With National Histories and Settler Colonial Master Narratives to Foster an Anti-Racist and Culturally Responsive Citizenry: The Pedagogy of Critical Ethical Nationalism in the Shadow of National Statues, *Mary Frances O’Dowd*. How is Racism a Global Issue? Connecting Critical Global Education to the Teaching of Race, *Hanadi Shatara and Gerardo Aponte-Safe*. **PART IV: RECONCEPTUALIZING CURRICULUM.** Centering Indigenous Voices: A Book and Film Study in a University Social Studies Content Course, *Linda Doornbos*. Journey Box Projects for a Post-Pandemic World: How the Experiences of Teacher Candidates Invite the (Re)imagination of Culturally Relevant Social Studies Education, *Kaitlin E. Popielarz*. African American History and Its Visual Portrayal in Textbooks, *Tina L. Heafner and Antoinette M. L. Rochester*. Re-imagining Heroes and Holidays: Possibilities for Folkloristics in History and Social Science Education, *Mark E. Helmsing*. Biographies.



Fostering Diversity and Inclusion in the Social Sciences

Amy Samuels, The University of Montevallo; Gregory L. Samuels, The University of Montevallo

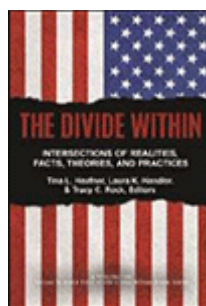
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The United States’ social and economic inequities stood in high relief during the COVID-19 pandemic, spotlighting the

glaringly disproportionate systemic injustices related to public health and the economic impact on minoritized communities. Realities of structural and institutionalized racism and classism were exposed to greater degrees as we sought to understand and investigate the inequitable impact regarding health and income disparities for African American, Latinx, and Native American communities, as well as racial violence explicitly targeting Asian American communities. Further exacerbating the polarized sociopolitical landscape amidst the pandemic, the murder of George Floyd in May 2020, witnessed by countless people around the world, resulted in anguish and drew heightened attention to the insidious racial injustice and ongoing racial violence that continues to plague the nation. As many advocates took to the streets in an attempt to have their voices heard in the continued struggle for racial equality, the federal government tried to further silence those who have been historically placed on the margins, including the attack of critical race theory, antiracism work in education, and training for diversity and inclusion. Consequently, it is imperative social science educators are equipped with the knowledge, tools, and dispositions to facilitate learning that explores the implications of power, privilege, and oppression and ask important questions to ensure voices that have been muffled, or silenced altogether, are strategically unsilenced, voiced, and valued.

Given the perpetuation of inequities, existing educational disparities, and the continued need for reconciliation, this volume explores how the social sciences can be examined and reimagined to combat injustices and support further diversity, equity, and inclusion. Authors explore how educators can (a) understand how knowledge is constructed, shaped, and influences how students see the world, (b) problematize current curricular approaches and reframe instructional practices, (c) employ a critical lens to attend to and proactively address existing challenges and inequities related to race, (d) infuse their teaching with greater attention to diversity and inclusion for all students; and (e) promote increased awareness, advocacy, and educational justice. Through the examination of research, theory, and practitioner-oriented strategies, the authors encourage reflection, inspire calls for action, and explore how to teach about, proactively challenge, and encourage continued examination of society to support progress through increased critical consciousness, cultural competence, and critical multiculturalism.

CONTENTS: Acknowledgements. Introduction, *Amy J. Samuels and Gregory L. Samuels*. Understanding Social Inequalities through Critical Democratic Education, *Steven P. Camicia*. Democratizing Learning by Decolonizing Knowledge: A Vision for Redistributing Power and Reimagining History, *Daniel Osborn*. Epistemic Engagement: Teaching and Learning about Ways of Knowing, *Leonard Taylor, Jr., Hannah Baggett, and Kamden Strunk*. Same Space, Different Imagination: Using Critical Spatial Analysis in Social Studies Education, *Jesús A. Tirado and Sara B. Demoigny*. Inclusive Practices in Social Studies Classrooms: Including All Students in All Aspects of Learning, *Melissa Martin, Darren Minarik, and Timothy Lintner*. Stepping Out of the Ivory Tower: An Antiracist University-Community Partnership, *Kevin McGowan and Melissa Winchell*. Policy, Standards, Textbooks, and Their Role in the Teaching and Learning of African American History: An Anti-Blackness Education Theory Case Study, *Antoinette M. L. Rochester and Tina L. Heafner*. Reterritorializing the Elementary Social Studies Curriculum: A Self Study, *Michelle Anderson, Hillary Van Dyke, Takiyah Dixon, Ilene R. Berson, and Michael J. Berson*. Scaffolding Preservice Teachers' Accurate Knowledge of Black History and Appropriate Pedagogies in Local Contexts, *Natalie Keefer and Melanie Harrington*. Redress and Restore: The Search for Founding Black Mothers, *Candice Logan-Washington and Gretchen B. Rudham*. Lessons Ignored: Teaching the Conclusions and Failures of the Chicago Commission on Race Relations, *Anne Aydinian-Perry, Matthew T. Missias, Dean P. Vesperman, and Whitney G. Blankenship*. Can Education Fight Back? Immersive Experiences and Private Spaces to Confront and Transform Othering, *Melissa Winchell and Sarah Thomas*. Social Distancing: Wait a Minute...We Have Been Isolating Ourselves! *Debora J. Champagne and Teddi S. Deka*. The Missing Context for Justice in Social Science Education: "Autobiographing" Disciplinarity in a Post-Pandemic World, *Allan Michel Jales Coutinho*. Biographies.



The Divide Within Intersections of Realities, Facts, Theories, and Practices

Tina L. Heafner, UNC Charlotte; Laura K. Handler, UNC Charlotte; Tracy C. Rock, UNC Charlotte

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Globalization, modernization, and technologization have brought rapid social and economic change while also increasing diversity of democratic societies. Plurality of democracy, once viewed as a progressive ideology, has been met by the movement of identity politics to the margins of society. Although social movements demanding recognition on the part of groups that were once invisible to mainstream society have brought attention to systemic inequities, prejudice, and discriminatory policies, other groups feeling a loss of status and a sense of displacement have pushed back with counterclaims and protests. These conflicting narratives have fractured society and segmented the populace along narrowly defined identities, creating a new era of democracy and isolationism.

Today in the United States we see the troubling effects of increasingly polarized political discourse: amplified gridlock within government, the politicization and fragmentation of economic and social life, and the suppression of the spread of information across ideological lines. The socio-political climate in America is characterized by skepticism, hostility, distrust, claims of fake news, and unwavering opposition. The divide within our nation has shifted the narrative of democracy from promoting the common good to protecting the interests of likeminded factions and the preservation of power and privilege.

In recent decades, researchers focused attention on studying the social, geographic, political, and technological polarization in the United States. Trends manifest in myriad ways, both in politics and in everyday life, and expose the divergence between urban and rural communities. These inquiries also suggest that causes and effects of identity politics and polarization are too complex to be studied within the confines of a single discipline. Its exploration, therefore, requires participation and collaboration from scholars in many different fields, particularly those working in the social sciences. In this edited volume, we seek to leverage this research capacity to engage the reader in studies and instruction concerning the divide within and the intersections of realities, facts, theories, and practices in social science education.

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[Teaching to a Statue](#)

Wade H. Morris, *Georgia State University*
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Democracy at a Crossroads Reconceptualizing Socio-Political Issues in Schools and Society

Gregory L. Samuels, *The University of Montevallo*; Amy Samuels, *The University of Montevallo*

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At a time of questionable civility in American politics, democratic education appears to be at a crossroads. As we consider how to best explore democracy and foster a more civically-engaged populace in the current socio-political context, it is critical to examine what frames our educational systems, policies, and practices and shapes our civic identity. While teachers struggle with decreased instructional time for social studies and the demands of standardized tests, the social sciences are often pushed to the margins. Reflecting on how to negotiate local, state, national, and global tensions related to policy and practice, educators work to do what is best to equip students to foster democratic citizenship and ideals.

Social sciences educators are uniquely positioned to embrace a journey that upholds democratic ideals of equality, freedom, and justice, while simultaneously critiquing inequity and injustice in schools and our society. The contributors to

this volume situate a variety of discussions within the context of the crossroads and explore how to negotiate, translate, and reconceptualize our own beliefs and positionings in ways that positively influence and empower students, teachers, teacher educators, and education policy makers. Studies are presented related to civic education, cross-cultural interpretations, emotional citizenship, international economics, and race-consciousness, as well as those that discuss how to challenge dominant narratives and negotiate educational policies and practices.

CONTENTS: Introduction, *Gregory L. Samuels and Amy Samuels*. Acknowledgments. School Choice Policies in Democratic Societies: Localizing the Tensions, *Laura K. Handler, and Tracy C. Rock*. Conflict, Teachers, and High-Stakes Testing in Civic Education, *Joshua Carey*. Seeing Civics Through Visual Representations in Kindergarten Classrooms: A Cross-National Study, *Ilene R. Berson, Michael J. Berson, Joyce Esi Bronteng, and Aaron Osafo-Acquah*. Teachers at the Crossroads of Democracy: A Case Study of Elementary Civic Education, *Tina L. Heafner and Jessica Norwood*. (Re)Considering the Holocaust: Sensitive Content as a Vehicle for Emotional Citizenship, *Brandon J. Haas*. Remembering What We Would Rather Forget: Examining Counter-Monuments in the United States and Germany, *Sara B. Demoiny and Stewart Waters*. Assessing Curricular Bias: Student Resistance and the Transformative Classroom, *M. Nickie Coomer, Robin G. Jackson, and Tammera S. Moore*. Heritage Not Hate? Crossroads Between Racial Ideologies and Teaching, *Jacob S. Bennett*. The Earthquake and the Aftershock: An Autoethnography, *Crista K. Banks*. “Will Donald Trump Knock Our School Down if He Doesn’t Like It?” Creating and Teaching Civics Curriculum in Contentious Times, *William Toledo*. A Threat to Democracy in the Era of Trump, A New Phenomenon? Confronting and Knowing Democracy Through Social Studies Instruction in Elementary School Classrooms, *Michael D. Bartone*. Democracy, International Economics, and Current United States Trade Policy: What Citizens Need to Know, *James E. Davis*. Summation and Reflection—At the Crossroads: The Democratic Journey, *Charles S. White*. About the Editors. About the Contributors.



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