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Research in Social Education

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Controversial Issues in Social Studies Education in Turkey The Contemporary Debates

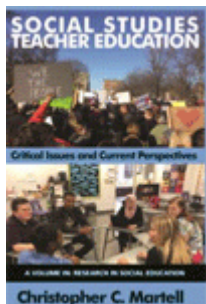
Elvan Gunel, Anadolu University

2018. Paperback 978-1-64113-305-0 \$45.99. Hardcover 978-1-64113-306-7 \$85.99. eBook 978-1-64113-307-4 \$65.

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 Soylu, and Ahmet Kaysili*. Examining Gender Issues: Social Studies Curricula, Teacher Education Programs, and Perceptions' of Preservice Social Studies Teachers, *Ayşegül Pehlivan Yılmaz, Önder Eryılmaz, and Elvan Günel*. The Complexity of Teaching Values in Social Studies Teacher Education in Turkey: A Gender Perspective, *Tuba Çengelci Köse*. **PART II: CULTURAL AND POLITICAL ISSUES.** Teaching Multicultural Perspectives in Social Studies: Dealing With Immigration and Migrants, *Ayça Sesigur and Handan Deveci*. Teaching About Being a Good Citizen, Government, and Human Rights in Social Studies, *Mehmet Açikalin*. An Examination of the Relationship Between the Ecological Values of Prospective Social Studies Teachers and Their Attitude Towards Turkey's Nuclear Energy Policing, *Nevin Özdemir and Alper Kesten*. Digital Divide in Social Studies Education: Academician and Teacher Perspectives, *Canan Çolak, Hıdır Karaduman, and Işıl Kabakçı Yurdakul*. About the Editor. About the Contributors.



Social Studies Teacher Education Critical Issues and Current Perspectives

Christopher C. Martell, Boston University

2017. Paperback 978-1-64113-046-2 \$45.99. Hardcover 978-1-64113-047-9 \$85.99. eBook 978-1-64113-048-6 \$65.

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?

CONTENTS: Introduction: Social Studies Teacher Education: Problems and Possibilities, *Christopher C. Martell*. Critical Social Studies Knowledge and Practice: Preparing Social Justice Oriented Social Studies Teachers in the Trump Era, *Lisa*

Sibbett and Wayne Au. Preparing Social Studies Teachers for the Challenges and Opportunities of Disciplinary Literacy Instruction in a Changing World, Tamara L. Shreiner. Transforming Social Studies Teacher Education for Global Citizenship Education, Mark C. Baidon and Theresa Alviar-Martin. When Keeping It Real Goes Wrong: Race Talk, Racial Blunders, and Redemption, Ashley N. Woodson and Kristen E. Duncan. Toward a Gender Inclusive Vision for Powerful and Authentic Social Studies, Kathryn E. Engebretson. Where Is the Queerness in Social Studies Teacher Education? J. B. Mayo, Jr. Immigration and Social Studies Teacher Education, Jeremy Hilburn. Critical Considerations in Teaching About the Muslim-Other in Social Studies Teacher Education, Natasha Hakimali Merchant. Ending the Silence About the Earth in Social Studies Teacher Education, Mark T. Kissling, Jonathan T. Bell, Ana Carolina Díaz Beltrán, and Jennifer Lane Myler. Epilogue: Social Studies Teacher Education: Future Directions, Christopher C. Martell. Author Biographies.



Repensar la Educación para un Mundo Global y Transcultural

Encarna Soriano, Universidad de Almería

2016. Paperback 9781681233161 \$45.99. Hardcover 9781681233178 \$85.99. eBook 9781681233185 \$65.

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.

CONTENTS: 1. Introducción. **PARTE I. LA RESPUESTA DE LA EDUCACIÓN PARA UNA SOCIEDAD GLOBAL Y DEMOCRÁTICA.** 2. Las TIC al servicio del humanismo: Una visión optimista para el futuro de la educación en las sociedades democráticas postmodernas, *Aharon Aviram*. 3. Reinventando la educación para un mundo global, *Encarnación Soriano*. 4. El reto de educar a los profesores para un mundo transcultural y cosmopolita, *Miguel A. Santos Rego and Mar Lorenzo Moledo*. **PARTE II. DIFERENTES PERSPECTIVAS DE LA EDUCACIÓN EN UN MUNDO GLOBAL.** 5. La Educación global en Polonia, *Krystyna M. Bleszynska, Marek Szopski and Laura Koba*. 6. Otra cara de la emigración: Reacomodo social y escolar de jóvenes en Comunidades de Guanajuato, Mexico, *Adriana Robles Valle*. 7. El sistema educativo de Marruecos: Afrontar los desafíos de la globalización, *Diouri Jaouad*. 8. Calidad de la educación: Cuestionando los resultados de las pruebas estandarizadas internacionales, *Verónica López, Paula Ascorra, María de los Ángeles Bilbao, Juan Carlos Oyanedel, Iván Moya and Macarena Morales*. 9. Rupturas, continuidades y nuevas elaboraciones en los procesos de establecimiento de las familias inmigrantes en el país vasco: Implicaciones para el ámbito educativo, *Feli Etxeberria and Nahia Intxausti*.



Research in Global Citizenship Education

Jason Harshman, University of Iowa; Tami Augustine, The Ohio State University; Merry M. Merryfield, The Ohio State University

2015. Paperback 978-1-68123-067-2 \$45.99. Hardcover 978-1-68123-068-9 \$85.99. eBook 978-1-68123-069-6 \$65.

Globalization is changing what citizens need to know and be able to do by interrupting the assumption that the actions of citizens only take place within national borders. If our neighborhoods and nations are affecting and being affected by the world, then our political consciousness must be worldminded. The outcomes of globalization have led educators to rethink what students need to learn and be able to do as citizens in a globally connected world.

This volume focuses on research that examines how K-12 teachers and students are currently addressing the challenge of becoming citizens in a globally interconnected world. Although there is an extensive body of literature on citizenship education within national contexts and a growing literature on global education, this volume offers research on the work educators are doing across multiple countries to bring the two fields together to develop global citizens.

CONTENTS: Preface, *Merry Merryfield*. Introduction to Research in Global Citizenship Education, *Jason Harshman*. Critical Global Citizenship in Theory and Practice: Rationales and Approaches for an Emerging Agenda, *Karen Pashby and Vanessa de Oliveira Andreotti*. What is the Active in 21st Century Calls to Develop "Active Global Citizens"? Justice-Oriented Desires, Active Learning, Neoliberal Times, *Paul Tarc*. A "Real World" Approach to Project Based Learning in Global Citizenship Education, *Tami Augustine, Jason Harshman, and Merry Merryfield*. A Question of How: A Report on Teachers' Instructional Practices when Educating for Global Citizenship in Canada, *Angela MacDonald, Mark Evans, Leigh-Anne Ingram, and Nadya Weber*. Global Citizenship Education: Classroom Teachers' Perspectives and Approaches, *Anatoli Rapoport*. Global Citizenship Education in the Primary Social Education Curricula in Hong Kong and Shanghai: An Intra-cultural Comparative Study, *Joe Tin-Yau Lo and Eric Kingman-Chong*. From National to Global Citizenship: Turkish Perspectives on the Concept of Global Citizenship, *Emin Kilinc and Ümmügülsüm Korkmaz*. Changing Attitudes, Motivating Action: Global Citizenship Identity Among Privileged Adolescents, *Sherri Sklarwitz, Susan Fields, Scott Seider, and Brian Didier*. Epilogue: The Future of Teaching and Research in Global Citizenship Education, *Jason Harshman*. About the Authors. Index.



Rethinking Education for a Global, Transcultural World

Encarna Soriano, Universidad de Almería

2015. Paperback 978-1-68123-001-6 \$45.99. Hardcover 978-1-68123-002-3 \$85.99. eBook 978-1-68123-003-0 \$65.

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.

CONTENTS: Introduction, *Encarnación Soriano*. Acknowledgements. **PART I: THE RESPONSE OF EDUCATION FOR A GLOBAL AND DEMOCRATIC SOCIETY.** ICT in the Service of Humanism: An Optimistic Vision for the Future of Education in Postmodern Democratic Societies, *Aharon Aviram*. Reinventing Education in a Global World, *Encarnación Soriano*. The Challenge of Training Teachers for a Transcultural and Cosmopolitan World, *Miguel A. Santos Rego and Mar Lorenzo Moledo*. Global Education in Poland, *Krystyna M. Bleszynska, Marek Szopski and Laura Koba*. **PART II: DIFFERENT PERSPECTIVES OF EDUCATION IN A GLOBAL WORLD.** The Other Side of Immigration: Social and Scholastic Rearrangement of Young People in Communities of Guanajuato, Mexico, *Adriana Robles Valle*. The Moroccan Education System: Facing the Challenges of Globalization, *Diouri Jaouad*. Quality of Education: Contesting Democratization Outcomes from within International Stakes Testing, *Verónica López, Paula Ascorra, María de los Ángeles Bilbao, Iván Moya, Macarena Morales, and Juan Carlos Oyanedel*. Ruptures, Continuities and New Creations in the Establishment Processes of Immigrant Families to the Basque Country: Implications for Education, *Feli Etxeberria and Nahia Intxausti*. About the Authors.



New Directions in Social Education Research The Influence of Technology and Globalization on the Lives of Students

Brad M. Maguth, The University of Akron

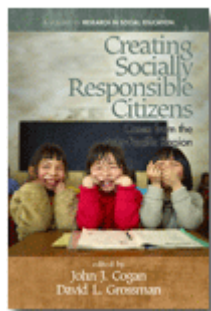
2013. Paperback 9781623960018 \$45.99. Hardcover 9781623960025 \$85.99. eBook 9781623960032 \$65.

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 retreating 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.

CONTENTS: List of Contributors. Acknowledgements. Preface. Introduction: Understanding the Influence of Globalization and Technology on Students' Learning, *Brad M. Maguth*. **SECTION I: RESEARCH CONTEXTS: GLOBALIZATION, TECHNOLOGY, AND STUDENTS.** Using Technology to Support Relational Cosmopolitanism for Social Education, *Mark Baidon and James Damico*. Creating Spaces Beyond Schools for Global Citizenship Education, *William Gaudelli and David Donaldson*. **SECTION II: GOING GLOBAL: RESEARCH ON TECHNOLOGY AND GLOBAL LEARNING.** Developing Global Citizens: Secondary Students' Experiences With ICONS, *John P. Myers*. Fostering Global Citizenship From a Spatial Perspective with Geospatial Technology, *Eui-Kyung Shin*. Supporting Student/Teacher Collaboration and Global Understanding Through a Technology Rich Project: Global Learning Initiative Project (GLIP), *Candy Beal, Lori Holcomb, and John Lee*. Global Education as a Catalyst for Social Change, *Michael Furdyk and Sean Keith*. Using Photovoice to Promote Global Advocacy: A Review of Projects With the Potential to Connect Local and Global Civic Engagement, *Sarah*

Mathews. **SECTION III: RESEARCH: MOVING THE FIELD FORWARD.** The Role of the Teacher and Technology Innovations in Professional Development: Toward a Scalable and Sustained Global Education, *Edwin H. Gragert*. Exploring the Relationships Between Global Connectivity and the Development of Student Empathy, *Laurence Peters*. "Great, They're Gonna Invade Second Life Now": Technology, Bias, and Global Education, *Richard Voithofer and Brad A. Henry*. About the Editor.



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

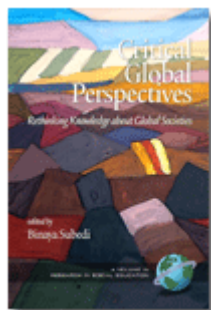
2012. Paperback 978-1-61735-953-8 \$45.99. Hardcover 978-1-61735-954-5 \$85.99. eBook 978-1-61735-955-2 \$65.

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

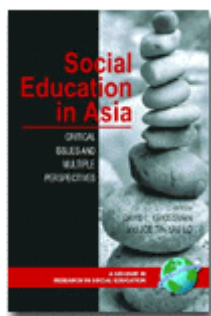
2010. Paperback 978-1-60752-386-4 \$45.99. Hardcover 978-1-60752-387-1 \$85.99. eBook 9781607523888 \$65.

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.

CONTENTS: 1 Introduction: Reading the World Through Critical Global Perspectives, *Binaya Subedi*. 2 [How] Do We Teach about Women of the World in Teacher Education? *Margaret Smith Crocco*. 3 “Ickity-Ackity Open Sesame”: Learning about the Middle East in Images, *Özlem Sensoy*. 4 Power, Space, and Geographies of Difference: Mapping the World with a Critical Global Perspective, *Todd W. Kenreich*. 5 Deconstructing Euro-Centric Myths about Muslim Women: Reflections of a Saudi Educator, *Amani Hamdan*. 6 The Curriculum of Globalization: Considerations for International and Global Education in the 21st Century, *John P. Myers*. 7 Teacher Preparation for Global Perspectives Pedagogy, *Omiunota N. Ukpokodu*. 8 Seeking a Curricular Soul: Moving Global Education into Space/Place with Intimacy, and Toward Aesthetic Experience, *William Gaudelli*. 9 Education for a Global Era: Reflections of an Asian Teacher Education Faculty, *Guichun Zong*. 10 Unlearning the Silence in the Curriculum: Sikh Histories and Post-9/11 Experiences, *Rita Verma*. 11 Travel Dialogues of/to the Other: Complicating Identities and Global Pedagogy, *Sharon Subreenduth*



Social Education in Asia Critical Issues and Multiple Perspectives

David L. Grossman, The East-West Center; Joe Tin-Yau Lo, The Hong Kong Institute of Education

2007. Paperback 978-1-59311-702-3 \$45.99. Hardcover 978-1-59311-703-0 \$85.99. eBook 9781607526421 \$65.

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.

CONTENTS: Introduction, *David Grossman and Joe Tin-Yau Lo*. Negotiating Ideological Borderlines: Korean Social Studies Teacher Gatekeeping in the Teaching About North Korea, *Daehoon Jho*. The Kokoro Education: Landscaping the Minds and Hearts of Japanese, *Julie Higashi*. History Curriculum Reform in the People’s Republic of China: Context, Content, and Challenges, *Guichun Zong*. A Critical Reflection on the Reform of the High School History Curriculum in Taiwan, *Sharon Hsiao-Lan Chen*. Developing an Integrated Approach to Social Education: A Case Study of Two Junior Secondary Schools in Hong Kong, *Sum-Cho Po and Joe Tin-Yau Lo*. Discourses and Practices of the Moral and Civic Education Curriculum in Secondary Schools in Macao, *Sou-Kuan Vong*. Secondary Social Studies in Singapore: Intentions and Contradictions, *Susan A. Adler and Jasmine B. -Y. Sim*. Social Education in Malaysian Secondary Schools: A Perspective on Environmentally Sustainable Development and Related Critical Issues, *Ai-Hwa Quek*. Epilogue, *David Grossman and Joe Tin-Yau Lo*. About the Authors.



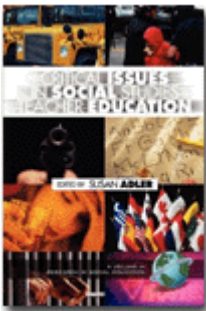
Research Methods in Social Studies Education Contemporary Issues and Perspectives

Keith C. Barton, University of Cincinnati

2006. Paperback 1-59311-453-2 978-1-59311-453-4 \$45.99. Hardcover 1-59311-454-0 978-1-59311-454-1 \$85.99. eBook 9781607525202 \$65.

This volume fills a significant gap in the scholarship on social studies education by providing thoughtful reflections on research methods in the field. It is not a “how to” guide but an exploration of key issues related to the design and implementation of empirical studies. The authors are active researchers who use varied methods in diverse settings—including historical research, international comparative studies, survey research, interviews with students and teachers, classroom observations, self-studies and action research, and emancipatory methodologies. They use their own experiences to examine such topics as the conceptualization of research questions, relationships with participants, researchers’ identities, and elicitation of students’ and teachers’ thinking. This collection should become indispensable for both beginning and experienced scholars in social studies.

CONTENTS: Introduction, Keith C. Barton. Notes Toward a Historiography of the Social Studies: Recent Scholarship and Future Directions, *Christine Woysner*. Research, Race, and Social Education, *Cynthia A. Tyson*. The Lamp and The Mirror: Action Research and Self Studies in the Social Studies, *Marilyn Johnston*. Children as Co-Researchers: Developing a Democratic Practice with Children, *Fionnuala Waldron*. Donning Wigs, Divining Feelings, and Other Dilemmas of Doing Research in Devoutly Religious Contexts, *Simone A. Schweber*. Comparative and International Social Studies Research, *Carole L. Hahn*. Capturing Candor: Accessing Teachers’ Thinking about the Cultivation of Historical Empathy, *Deborah L. Cunningham*. Combining Cognitive Interviews and Social Science Surveys: Strengthening Interpretation and Design, *Wendy K. Richardson*. Oh, the Trouble We’ve Seen: Researching Historical Thinking and Understanding, *Bruce VanSledright, Timothy Kelly and Kevin Meuwissen*.



Critical Issues in Social Studies Teacher Education

Susan Adler, University of Missouri - Kansas City

2006. Paperback 1-59311-094-4 978-1-59311-094-9 \$45.99. Hardcover 1-59311-095-2 978-1-59311-095-6 \$85.99. eBook 9781607528401 \$65.

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.

CONTENTS: Introduction, *Susan Adler*. What Social Studies Teachers Need To Know The New Urgency Of Some Old Disputes, *James A. Whitson*. Social Studies Teacher Education In An Era Of Globalization, *Patricia G. Avery*. Reflection In Social Studies Teacher Education, Revisiting The Work Of Alan F. Griffin, *Amy C. Mcaninch*. Social Studies Teacher Education For Urban Classrooms, *Geneva Gay*. Practicing The Manifest Of Diversity In The Social Studies. Pedagogical Fusion For Everyday Transformations, *Rudolfo Chávez Chávez*. Beyond Tolerance A Place For Acceptance Of Gay, Lesbian, Bisexual, And Transgendered People In Our Schools, *Larry Gregg and Sue C. Thompson*. Technology And Social Studies Teacher Education A Framework, *Cheryl Mason Bolick*. Citizen/community Participation In Education Historic Change In Terms Of Engagement, *Marilynne Boyle-baise and Carl A. Grant*. Continuing Professional Development For Social Studies Teachers, *Linda Valli and Mark Stout*. Ideology, Power, And Control In Social Studies Teacher Education, *William B. Stanley and Hope Longwell*. Epilogue, *Susan A. Adler*.

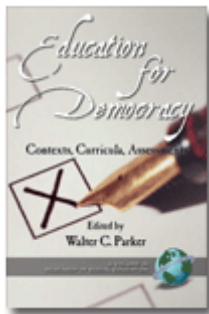


Critical Race Theory Perspectives on the Social Studies The Profession, Policies, and Curriculum

Gloria Ladson-Billings, University of Wisconsin

2003. Paperback 1-59311-034-0 978-1-59311-034-5 \$45.99. Hardcover 1-59311-035-9
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Education for Democracy Contexts, Curricula, Assessments

Walter C. Parker, University of Washington

2002. Paperback 1-931576-24-6 978-1-931576-24-6 \$45.99. Hardcover 1-931576-25-4
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William B. Stanley, University of Colorado at Boulder

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