



# Social Studies As Controversy

**M Walker**



## **Social Studies As Controversy:**

**Social Studies as Controversy** R. Jerrald Shive, 1973 *Controversy and Counternarrative in the Social Studies* Erik James Shaver, 2017 This qualitative study sought to explore reasons why social studies teachers chose to teach controversial issues and counternarratives in their classroom in an era where doing so is dangerous for teachers and their job security and how they go about doing so in their classrooms The theoretical framework of this study encompassed the notion that the five selected teachers embodied and practiced elements of Foucauldian parrrh s a which is teaching the truth despite the risk of doing so despite not having explicit knowledge of this particular philosophy and utilized counternarratives and controversial issues as a means of challenging dominant social norms to bring about a more just and equitable society The existing literature suggests that their pre service teacher education provided little influence on their decisions despite the positive historical personal and democratic outcomes from teaching a curriculum exploring controversial issues and counternarratives Five teachers were recommended for this study due to their reputations for teaching controversial issues and counternarratives in their social studies classrooms After interviewing and observing these teachers a number of interesting findings came to light including a list of best practices for how to teach controversial issues in the classroom reasons why the teachers taught controversial issues in the classroom structures of support and barriers for teaching a critical social studies curriculum and differences between those who believed they taught controversial issues in their classroom but did not and those who actually did **Controversial Issues in Social Studies Education in Turkey** Elvan Gunel, 2018-08-01 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 **(Re)Imagining Elementary Social Studies** Sarah B. Shear, Christina M. Tschida, Elizabeth Bellows, Lisa Brown Buchanan, Elizabeth E. Saylor, 2018-01-01 The field of elementary social studies is a specific space that has historically been granted unequal value in the larger arena of social studies education and research This reader stands out as a collection of approaches aimed specifically at teaching controversial issues in elementary social studies This reader challenges social studies education i e classrooms teacher education programs and research to engage controversial issues those topics that are politically religiously or are otherwise ideologically charged and make people especially teachers uncomfortable in profound ways at the elementary level This reader meant for elementary educators preservice teachers and social studies teacher educators offers an innovative vision

from a new generation of social studies teacher educators and researchers fighting against the forces of neoliberalism and the marginalization of our field The reader is organized into three sections 1 pushing the boundaries of how the field talks about elementary social studies 2 elementary social studies teacher education and 3 elementary social studies teaching and learning Individual chapters either A conceptually unpack a specific controversial issue e g Islamophobia Indian Boarding Schools LGBT issues in schools and how that issue should be is incorporated in an elementary social studies methods courses and classrooms or B present research on elementary preservice teachers or how elementary teachers and students engage controversial issues This reader unpacks specific controversial issues for elementary social studies for readers to gain critical content knowledge teaching tips lesson ideas and recommended resources Endorsement Re Imagining Elementary Social Studies is a timely and powerful collection that offers the best of what social studies education could and should be Grounded in a politics of social justice this book should be used in all elementary social studies methods courses and schools in order to develop the kinds of teachers the world needs today Wayne Au Professor University of Washington Bothell Editor Rethinking Schools

Controversial History Education in Asian Contexts Mark Baildon,Kah Seng Loh,Ivy Maria Lim,Gül İnanc,Junaidah Jaffar,2013-08-22 This book examines both history textbook controversies AND teaching historical controversy in Asian contexts The different perspectives provided by the book s authors offer numerous insights examples and approaches for understanding historical controversy to provide a practical gold mine for scholars and practitioners The book provides case studies of history textbook controversies ranging from treatments of the Nanjing Massacre to a comparative treatment of Japanese occupation in Vietnamese and Singaporean textbooks to the differences in history textbooks published by secular and Hindu nationalist governments in India It also offers a range of approaches for teaching historical controversy in classrooms These include Structured Academic Controversy the use of Japanese manga teaching controversy through case studies student facilitated discussion processes and discipline based approaches that can be used in history classrooms The book s chapters will help educational researchers and curricularists consider new approaches for curriculum design curriculum study and classroom research

**Controversy in the Classroom** Diana E. Hess,2009-05-26 Through rich empirical research from real classrooms throughout the nation Controversy in the Classroom demonstrates why schools have the potential to be particularly powerful sites for democratic education

*The Essence of Teaching Social Studies* James A. Duplass,2020-09-30 Designed for use in elementary and secondary social studies education courses this book supports the teaching of social studies methods in a range of educational settings By highlighting long standing content and principles of social studies education in a concise and direct way this volume offers the building blocks of a comprehensive course for use as springboards to the effective presentation of professors desired course emphases With sections on foundations subject areas and best practices this text explains the intersection between the modelling role of social studies teachers as democratic citizens social studies fields of study and strategies implemented in the classroom to encourage students critical

thinking and values formation      *The Infanticide Controversy* Amanda Rees, 2009-11-15 Infanticide in the natural world might be a relatively rare event but as Amanda Rees shows it has enormously significant consequences Identified in the 1960s as a phenomenon worthy of investigation infanticide had by the 1970s become the focus of serious controversy The suggestion by Sarah Hrdy that it might be the outcome of an evolved strategy intended to maximize an individual's reproductive success sparked furious disputes between scientists disagreements that have continued down to the present day Meticulously tracing the history of the infanticide debates and drawing on extensive interviews with field scientists Rees investigates key theoretical and methodological themes that have characterized field studies of apes and monkeys in the twentieth century As a detailed study of the scientific method and its application to field research *The Infanticide Controversy* sheds new light on our understanding of scientific practice focusing in particular on the challenges of working in natural environments the relationship between objectivity and interpretation in an observational science and the impact of the public profile of primatology on the development of primatological research Most importantly it also considers the wider significance that the study of field science has in a period when the ecological results of uncontrolled human interventions in natural systems are becoming ever more evident      **The Tragedy of American School Reform** Ronald W.

Evans, 2011-05-09 Two persistent dilemmas haunt school reform curriculum politics and classroom constancy Both undermined the 1960s new social studies a dynamic reform movement centered on inquiry issues and social activism Dramatic academic freedom controversies ended reform and led to a conservative restoration On one side were teachers and curriculum developers on the other conservative activists determined to undo the revolutions of the 1960s The episode brought a return to traditional history a turn away from questioning and the re imposition of authority Engagingly written and thoroughly researched *The Tragedy of American School Reform* offers a provocative perspective on current trends

**Teaching and Learning the Difficult Past** Magdalena H. Gross, Luke Terra, 2018-12-07 Building upon the theoretical foundations for the teaching and learning of difficult histories in social studies classrooms this edited collection offers diverse perspectives on school practices curriculum development and experiences of teaching about traumatic events Considering the relationship between memory history and education this volume advances the discussion of classroom based practices for teaching and learning difficult histories and investigates the role that history education plays in creating and sustaining national and collective identities      *The Soviet Agrarian Debate* Susan Gross Solomon, 2019-07-16 The first decade of Soviet

cultural life was marked by a pluralism unmatched in the subsequent history of the USSR In many fields of art and science Party and non Party proletarian and bourgeois intellectuals worked side by side vigorously debating questions of substance and method In this first major study of a Soviet field of social science in the post Revolution period Dr Solomon examines the controversy that divided social scientists studying the economy and society of the Soviet peasant during the 1920s The intellectual disagreements in post Revolution Soviet rural studies were exacerbated by social political and professional

differences among the contending scholars The infighting between the groups was bitter Yet in contrast to recent studies of other Soviet professions in the 1920s the author finds that in rural studies Marxists and non Marxists had much in common Her findings suggest that the coexistence of the old and the new in Soviet rural studies might have lasted for some time had not external political forces intervened in late 1928 acting as a pressure on the field and eventually causing its demise

Current Issues in School Leadership Larry W. Hughes, 2005-01-15 *Current Issues in School Leadership* examines controversies about and affecting school practices Focusing on two essential questions what is important to today's school leaders and what is interfering with schooling processes it includes chapters by a broad range of authors with expertise on their specific topic The text is organized in three sections Social and Political Issues Curriculum and Learning Issues and Organization and Management Issues The goal of this text designed for school leadership educational administration and foundations of education courses is to challenge readers to think carefully and critically about each of the issues presented leading to positive action and leadership

*Fear and Schooling* Ronald W. Evans, 2019-09-23 By exploring the tensions impacts and origins of major controversies relating to schooling and curricula since the early twentieth century this insightful text illustrates how fear has played a key role in steering the development of education in the United States Through rigorous historical investigation Evans demonstrates how numerous public disputes over specific curricular content have been driven by broader societal hopes and fears Illustrating how the population's concerns have been historically projected onto American schooling the text posits educational debate and controversy as a means by which we struggle over changing anxieties and competing visions of the future and in doing so limit influence of key progressive initiatives Episodes examined include the Rugg textbook controversy the 1950s crisis over progressive education the MACOS dispute conservative restoration culture war battles and corporate school reform In examining specific periods of intense controversy and drawing on previously untapped archival sources the author identifies patterns and discontinuities and explains the origins development and results of each case Ultimately this volume powerfully reveals the danger that fear based controversies pose to hopes for democratic education This informative and insightful text will be of interest to graduate and postgraduate students researchers and academics in the fields of educational reform history of education curriculum studies and sociology of education

**The 2nd Dubai International Conference in Higher Education** Lulett Escarpe-Ibarra, **No**

**Reluctant Citizens** Jeremiah Clabough, Timothy Lintner, 2018-06-01 American democracy is at a critical crossroads Rancor division and suspicion are the unfortunate byproducts of the contentious 2016 presidential election The election also bred a measure of civic uncertainty where citizens of all ages struggle to find and define their roles within a functioning democracy No Reluctant Citizens Teaching Civics in K 12 Classrooms is designed to help social studies teachers reinforce the centrality of civic education through a series of hands on participatory and empowering activities From civic literacy to human rights from service learning to controversial issues No Reluctant Citizens Teaching Civics in K 12 Classrooms explores an array of

topics that ultimately provides K 12 students the conceptual and practical tools to become civically engaged **Out of Turmoil** Dean P. Vesperman, Anne Aydinian-Perry, Matthew T. Missias, Whitney G. Blankenship, 2023-01-01 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 **Research in Education** ,1971-12

Resources in Education ,1994-06 **Identity, Trauma, Sensitive and Controversial Issues in the Teaching of History** Hilary Cooper, Jon Nichol, 2015-10-13 History Education is a politically contested subject It can be used to both promote xenophobia and to develop critical thinking multiple perspectives and tolerance Accordingly this book critically examines complex issues and constructivist approaches that make history relevant to students understanding of the modern world As such it has global appeal especially in North and South America Canada Europe and Asia The book s authors address the major challenges that History Education faces in an era of globalisation digital revolution and international terrorism nationalism and sectarian and religious conflict and warfare Central to this volume are controversial issues trauma and questions of personal and national identity from a wide range of international settings and perspectives The research in this book was undertaken by leading history educators from every continent Their interdisciplinary research represents an important contribution to the teaching of social sciences social psychology civic education programmes history and history education in schools colleges and universities The book offers new approaches to history educators at all levels In addition the chapters offer potential as required reading for students to both develop an international perspective and to compare and contrast their own situations with those that the book covers Section I considers issues related to identity how can history education promote social coherence in multicultural societies in societies divided by sectarianism or countries adapting to regime changes whether Communist or Fascist including for example South Africa previously Communist countries of

Eastern Europe and previous dictatorships in South America and Western Europe It discusses such questions as How important is it that students learn the content of history through the processes of historical enquiry What should that content be and who should decide it educators or politicians What is the role of textbooks and who should write and select them Should history be taught as a discrete discipline or as part of a citizenship or social sciences curriculum Sections II and III explore ways in which memory of sensitive issues related to the past to war or to massacres may be addressed Are there new methodologies or approaches which make this possible How can students understand situations involving intolerance and injustice

**Testimony** United States Commission on Civil Rights, 1974



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