

Us History Textbook McDougal Littell

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in an age of unprecedented corporate and political control over life inside of educational institutions this book provides a needed intervention to investigate how the economic and political elite use traditional artifacts in k 16 schools to perpetuate their interests at the expense of minoritized social groups the contributors provide a comprehensive examination of how textbooks the most dominant cultural force in which corporations and political leaders impact the schooling curricula shape students thoughts and behavior perpetuate power in dominant groups and trivialize social groups who are oppressed on the structural axes of race class gender sexuality and disability several contributors also generate critical insight in how power shapes the production of

textbooks and evaluate whether textbooks still perpetuate dominant western narratives that normalize and privilege patriotism militarism consumerism white supremacy heterosexism rugged individualism technology and a positivistic conception of the world finally the book highlights several textbooks that challenge readers to rethink their stereotypical views of the other to reflect upon the constitutive forces causing oppression in schools and in the wider society and to reflect upon how to challenge corporate and political dominance over knowledge production

this volume explores research teaching strategies and technologies for social studies in the digital age it examines the need and purpose of digital social studies envisioning its future the book discussion by leading scholars on important topics and provides rationales for integrating digital tools in social studies education

this book examines the discourses on nation building civic identity minorities and the formation of religious identities in school textbooks worldwide it offers up to date practical and scholarly information on qualitative and mixed method textbook analysis as well as the broader context of critical comparative textbook and curriculum analyses in and across selected countries the volume offers unique and empirical research on how internal educational policies and ideological goals of dominant social political and economic groups affect textbook production and the curricular aims in different educational systems worldwide chapters address the role of school textbooks in developing nationhood the creation of citizenship through school textbooks the complexity of gender in normative discourses and the intersection of religion and culture in school textbooks

racism is still very prevalent and pervasive in all aspects of the p 12 educational experience in the united states far too many teachers and administrators continue to respond to this challenge by applying colorblind perspectives and approaches this edited volume provides a broad and comprehensive critique of colorblindness in various educational contexts in an attempt to advocate for a more color conscious approach to education this book deals with a wide range of issues related to teaching learning curriculum creativity assessment discipline implicit bias and teacher education there are three distinct features that make this book so important and relevant given the current social and racial climate in u s schools today first each chapter in this book draws from a plethora of different theoretical perspectives related to race and racism in this sense readers are equipped with variety of robust theoretical perspectives to better understand this complicated issue of racism in schools second this book communicates issues of race and racism through multiple voices unlike other books on race and racism where the central voice is that of a researcher or scholar this book centralizes the voices and perspectives of researchers teachers and teacher educators alike as a result readers are better able to understand issues of race and racism in schools from a more nuanced perspective finally unlike other books related to race and racism in schools this book provides readers with practical strategies for combating racism in their respective educational contexts

this book examines the impact of filipino americans on education filling a gap in scholarship it analyzes their colonial pasts migration patterns racialization identity formation and diaspora connections it s valuable for scholars in education ethnic studies asian american studies and related fields

despite the trend toward gender studies in the social sciences studies of masculinity have been largely absent from educational research this volume presents a collection of the current critical scholarship on the creation of masculinities in schools relations among competing definitions of masculinity and femininity and linkages between masculinity and school practices with contributions from the leading scholars in the field nancy lesko studies masculinities in north american australian and british schools this book covers all levels of schooling from preschool to graduate school and school settings from computer labs to football fields this fascinating addition to sage s research in men and masculinities series provides a thoughtful examination of how masculinities are constructed among teachers students and administrators locating these analyses within broader social economic and ideological contexts masculinities at school is a must read for scholars of education sociology men s studies and gender studies

this work includes the voices of practitioners and researchers in an attempt to identify the factors that are perpetuating the literacy gap in american secondary schools topics include the deprofessionalization of teachers and the socialization of teachers

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