

Illiberal Education The Politics Of Race Sex In Campus

Illiberal Education Dinesh D'Souza 1991 As it "illuminates the crisis of liberal education and offers proposals for reform which deserve full debate" (Morton Halperin, American Civil Liberties Union), "Illiberal Education" "documents how the politics of race and gender in our universities are rapidly eating away traditions of scholarship and reward for individual achievement" (Robert H. Bork). (Education/Teaching)

Transforming Understandings of Diversity in Higher Education Penny A. Pasque 2023-07-03 This exciting new text examines one of the most important and yet elusive terms in higher education and society: What do we mean when we talk in a serious way about "diversity"? A distinguished group of diversity scholars explore the latest discourse on diversity and how it is reflected in research and practice. The chapters trace how the discourse on diversity is newly shaped after many of the 20th century concepts of race, ethnicity, gender and class have lost authority. In the academic disciplines and in public discourse, perspectives about diversity have been rapidly shifting in recent years. This is especially true in the United States where demographic changes and political attitudes have prompted new observations—some which will clash with traditional frameworks. This text brings together scholars whose research has opened up new ways to understand the complexities of diversity in higher education. Because the essential topic under consideration is changing so quickly, the editors of this volume also have asked the contributors to reflect on the paths their own scholarship has taken in their careers, and to see how they would relate their current conceptualization of diversity to one or more of three identified themes (demography, democracy and discourse). Each chapter ends with a candid graduate student interview of the author that provides an engaged picture of how the authors wrestle with one of the most complicated topics shaping them (and all of us) as individuals and as scholars. Of interest to anyone who is following the debates about diversity issues on our campuses, the book also offers a wonderful introduction to graduate students entering a discipline where critically important ideas are still very much alive for discussion.

American Higher Education Since World War II Roger L. Geiger 2021-05-25 A masterful history of the postwar transformation of American higher education In the decades after World War II, as government and social support surged and enrollments exploded, the role of colleges and universities in American society changed dramatically. Roger Geiger provides an in-depth history of this remarkable transformation, taking readers from the GI Bill and the postwar expansion of higher education to the social upheaval of the 1960s and 1970s, desegregation and coeducation, and the ascendancy of the modern research university. He demonstrates how growth has been the defining feature of modern higher education, but how each generation since the war has pursued it for different reasons. Sweeping in scope and richly insightful, this groundbreaking book provides the context we need to understand the complex issues facing our colleges and universities today, from rising inequality and skyrocketing costs to deficiencies in student preparedness and lax educational standards.

Democracy, Education, and Multiculturalism Carlos Alberto Torres 1998-10-29 This important book looks at developments that are changing our understanding of the role of education in citizenship and the possibilities of democratic participation. The chapters cover theories of citizenship and education and the transition from the welfare state to the neoliberal state, and draw on Hobbes, Locke, Jefferson, Kant, Hegel, Marx and other writers such as C. Mouffe and C. Pateman to outline contemporary approaches to multiculturalism in education and citizenship.

On the Basis of Race Lauren S. Foley 2023-09-26 How universities can navigate affirmative action bans to protect diversity in student admissions Diversity in higher education is under attack as the Supreme Court considers the future of affirmative action, or race-conscious admissions practices, at American colleges and universities. In *On the Basis of Race*, Lauren S. Foley sheds light on our current crisis, exploring the past, present, and

future of this contentious policy. From *Brown v. Board of Education* in the mid-twentieth century to the current *Students for Fair Admissions v. Harvard* and *University of North Carolina, Chapel Hill, Foley* explores how organizations have resisted and complied with public policies regarding race. She examines how admissions officers, who have played an important role in the long fight to protect racial diversity in higher education, work around the law to maintain diversity after affirmative action is banned. Foley takes us behind the curtain of student admissions, shedding light on how multiple universities, including the University of Michigan, have creatively responded to affirmative action bans. *On the Basis of Race* traces the history of a controversial idea and policy, and provides insight into its uncertain future.

Multiculturalism in Academe Libby V. Morris 2016-06-11 First Published in 1996. Routledge is an imprint of Taylor & Francis, an informa company.
Meeting the Challenge Maralee Mayberry 1999 This collection demonstrates how feminist teaching can be implemented in a variety of institutional settings. It provides a vast array of examples of feminist pedagogy in action.

Integration Or Separation? Roy L. Brooks 1996 Brooks says with frank clarity what few will admit - integration has never worked and possibly never will. This book presents his strategy for a middle way between the increasingly unworkable extremes of integration and separation.

Political Correctness in Context: The PC Controversy in America Annette Gomis van Heteren 1997-01-01 In this book the recent phenomenon of political correctness or PC is studied in the American context in which it arose with a brief section devoted to its British press coverage. The author examines the question from the point of view of an outsider and one who moreover lives in continental Europe, and consequently her perspective aims to be as far-reaching as possible, in contrast to most of the studies of PC so far. The scope of the book discusses the background of PC and manifestations of the different aspects that make up the so-called PC debate, only one of which is the canon debate. Annette Gomis has an Honours degree in Modern Languages from Trinity College Dublin, and a degree in Modern Languages from the University of Valencia. She also has an MSc. in Teaching English from the University of Aston and a Ph.D. in English from the University of Granada. She is currently a member of the Department of French, English and German at the University of Almería.

The Changing Academic Library John Budd 2005 "The Changing Academic Library is a revision of Budd's *The Academic Library: Its Context, Its Purpose, and Its Operation*. This book has been completely updated and revised to reflect the dynamic states of higher education and academic libraries. It presents a critical examination of major issues facing colleges and universities and the unique challenges that their libraries must come to grips with. Current practice is reviewed, but it is examined in the broader context of educational needs, scholarly communication, politics and economics, technology, and the nature of complex organizations."--Publisher's description.

Race in the College Classroom Maureen T. Reddy 2002 Winner of the 2003 American Educational Studies Association Critics' Choice Awards Winner of the 2003 Gustavus Myers Outstanding Book Award Did affirmative action programs solve the problem of race on American college campuses, as several recent books would have us believe? If so, why does talking about race in anything more than a superficial way make so many students uncomfortable? Written by college instructors from many disciplines, this volume of essays takes a bold first step toward a nationwide conversation. Each of the twenty-nine contributors addresses one central question: what are the challenges facing a college professor who believes that teaching responsibly requires an honest and searching examination of race? Professors from the humanities, social sciences, sciences, and education consider topics such as how the classroom environment is structured by race; the temptation to retreat from challenging students when faced with possible reprisals in the form of complaints or negative evaluations; the implications of using standardized evaluations in faculty tenure and promotion when the course subject is intimately connected with race; and the varying ways in which white faculty and faculty of color are impacted by teaching about race.

Whitewashing Race Michael K. Brown 2023-01-03 In an updated new edition of this classic work, a team of highly respected sociologists, political scientists, economists, criminologists, and legal scholars scrutinize the resilience of racial inequality in twenty-first-century America. *Whitewashing Race* argues that contemporary racism manifests as discrimination in nearly every realm of American life, and is further perpetuated by failures to address the compounding effects of generations of disinvestment. Police violence, mass incarceration of Black people, employment and housing discrimination, economic deprivation, and gross inequities in health care combine to deeply embed racial inequality in American society and economy. Updated to include the most recent evidence, including contemporary research on the racially disparate effects of the Covid-19 pandemic, this edition of *Whitewashing Race* analyzes the consequential and ongoing legacy of "disaccumulation" for Black communities and lives. While some progress has been made, the authors argue that real racial justice can be achieved only if we actively attack and undo pervasive structural racism and its legacies.

Encyclopedia of Diversity in Education James A. Banks 2012-05-17 The diversity education literature, both nationally and internationally, is broad and diffuse. Consequently, there needs to be a systematic and logical way to organize and present the state of research for students and professionals. American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live, work, and lead. With continually evolving information on diversity policies, practices, and programs, it is important to have one place where students, scholars, teachers, and policymakers can examine and explore research, policy, and practice issues and find answers to important questions about how diversity in U.S. education—enriched with theories, research and practices in other nations—are explained and communicated, and how they affect institutional change at both the K-12 and postsecondary levels. With about 700 signed entries with cross-references and recommended readings, the *Encyclopedia of Diversity in Education* (4 volumes, in both print and electronic formats) will present research and statistics, case studies, and best practices, policies, and programs at pre- and postsecondary levels. Diversity is a worldwide phenomenon, and while most of the entries in the *Encyclopedia* will focus on the United States, diversity issues and developments in nations around the world, including the United States, are intricately connected. Consequently, to illuminate the many aspects of diversity, this volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity. From A-to-Z, this *Encyclopedia* will cover the full spectrum of diversity issues, including race, class, gender, religion, language, exceptionality, and the global dimensions of diversity as they relate to education. This four-volume reference work will be the definitive reference for diversity issues in education in the United States and the world.

The Intercultural Campus Gregory Kazuo Tanaka 2003 In a post-9/11 nation that is gripped by race fear, this book presents an approach to diversity that promotes peace and understanding across difference. Discussing studies conducted over an eight-year period, *The Intercultural Campus* reveals the underlying sources of racial fragmentation on college and university campuses and outlines a new framework for diversity. Citing the results from an innovative four-year project that completely transformed the culture of a university, Greg Tanaka describes specific programs that all campuses should implement when admitting diverse classes. Signaling a larger shift for progressives away from binary, essentialized notions of identity to individual agency, or «subjectivity», this book advances a social change philosophy based in interdependence and highlights the skills that future U.S. leaders will need to interact successfully with others in our diverse global society.

The New White Nationalism in America Carol M. Swain 2002-06-10 The author hopes to educate the public regarding white nationalists.

Problems and Methods in the Study of Politics Sterling Professor of Political Science and Henry R Luce Director of the MacMillan Center for International and Area Studies Ian Shapiro 2004-09-09 The study of politics seems endlessly beset by debates about method. At the core of these debates is a single unifying concern: should political scientists view themselves primarily as scientists, developing ever more sophisticated tools and

studying only those phenomena to which such tools may fruitfully be applied? Or should they instead try to illuminate the large, complicated, untidy problems thrown up in the world, even if the chance to offer definitive explanations is low? Is there necessarily a tension between these two endeavours? Are some domains of political inquiry more amenable to the building up of reliable, scientific knowledge than others, and if so, how should we deploy our efforts? In this book, some of the world's most prominent students of politics offer original discussions of these pressing questions, eschewing narrow methodological diatribes to explore what political science is and how political scientists should aspire to do their work.

Radicalism, Anti-Racism and Representation Alastair Bonnett 2023-02-14 First published in 1993, *Radicalism, Anti-Racism and Representation* is a study set within a wider political context for the discussion of 'racial' representation and anti-racism. The second half of the book is devoted to interview-based exploration of the ambiguities and political characteristics of 'race' equality consciousness amongst public educators. It is shown that there is no one anti-racism. Different ideals and assumptions have been arrived at within different historical and geographical contexts. It is suggested that this intellectual plurality provides a resource for those wishing to rethink anti-racism in the light of its contemporary malaise. The study also explores and explains the development of self-critical, reflexive, anti-racist and radical consciousness amongst educators. The book provides the first sociological study of anti-racism. Indeed, it is the first to provide a substantive critique of anti-racism from outside the New Right. It is also the first to look at this phenomenon geographically and to compare anti-racism in 'multiracial' and 'white' areas. This book will be of interest to students of human geography, sociology, history, ethnic studies, and race studies.

The Pleasures of Academe James Axtell 1999-03-11 In this timely book, historian James Axtell offers a compelling defense of higher education. Drawing on national statistics, broad-ranging scholarship, and delightful anecdotes, Axtell describes the professorial work cycle, the evolution of scholarship in the past three decades, the importance of 'habitual scholarship,' and the best ways to judge a university. He persuasively confronts the critics of higher education, arguing that they have perpetuated misunderstandings of tenure, research, teaching, curricular change, and professorial politics.

Beyond White Ethnicity Kathleen J. Fitzgerald 2007 Through qualitative analysis of individuals, Kathleen J. Fitzgerald studies the social construction of racial and ethnic identity in *Beyond White Ethnicity*. Fitzgerald focuses on Native Americans, who despite a previously unacknowledged and uncelebrated background, are embracing and reclaiming their heritage in their everyday lives. Focusing on the purpose, process, and problems of this reclamation, Fitzgerald's research provides an understanding of these issues. She also exposes how institutional power relations are racialized and how race is a social and political construction, and she helps us understand larger cultural transformations. This insightful collection of research sparks the interest of those who study sociology, anthropology, and cultural studies.

Whose History? Linda Symcox 2002 In the 1990s the debate over what history, and more importantly whose history, should be taught in American schools resonated through the halls of Congress, the national press, and the nation's schools. Politicians such as Lynne Cheney, Newt Gingrich, and Senator Slade Gorton, and pundits such as Rush Limbaugh, John Leo, and Charles Krauthammer fiercely denounced the findings of the National Standards for History which, subsequently, became a major battleground in the nation's ongoing struggle to define its historical identity. To help us understand what happened, Linda Symcox traces the genealogy of the National History Standards Project from its origins as a neo-conservative reform movement to the drafting of the Standards, through the 18 months of controversy and the debate that ensued, and the aftermath. Broad in scope, this case study includes debates on social history, world history, multiculturalism, established canons, national identity, cultural history, and "liberal education." Symcox brilliantly illuminates the larger issue of how educational policy is made and contested in the United States, revealing how a debate about our children's education actually became a struggle between competing political forces.

Atonement and Forgiveness Roy L. Brooks 2019-07-02 Roy L. Brooks reframes one of the most important, controversial, and misunderstood issues of our time in this far-reaching reassessment of the growing debate on black reparation. *Atonement and Forgiveness* shifts the focus of the issue from the backward-looking question of compensation for victims to a more forward-looking racial reconciliation. Offering a comprehensive discussion of the history of the black redress movement, this book puts forward a powerful new plan for repairing the damaged relationship between the federal government and black Americans in the aftermath of 240 years of slavery and another 100 years of government-sanctioned racial segregation. Key to Brooks's vision is the government's clear signal that it understands the magnitude of the atrocity it committed against an innocent people, that it takes full responsibility, and that it publicly requests forgiveness—in other words, that it apologizes. The government must make that apology believable, Brooks explains, by a tangible act that turns the rhetoric of apology into a meaningful, material reality, that is, by reparation. Apology and reparation together constitute atonement. Atonement, in turn, imposes a reciprocal civic obligation on black Americans to forgive, which allows black Americans to start relinquishing racial resentment and to begin trusting the government's commitment to racial equality. Brooks's bold proposal situates the argument for reparations within a larger, international framework—namely, a post-Holocaust vision of government responsibility for genocide, slavery, apartheid, and similar acts of injustice. *Atonement and Forgiveness* makes a passionate, convincing case that only with this spirit of heightened morality, identity, egalitarianism, and restorative justice can genuine racial reconciliation take place in America.

The Agony of Education Joe R. Feagin 2014-04-23 *The Agony of Education* is about the life experience of African American students attending a historically white university. Based on seventy-seven interviews conducted with black students and parents concerning their experiences with one state university, as well as published and unpublished studies of the black experience at state universities at large, this study captures the painful choices and agonizing dilemmas at the heart of the decisions African Americans must make about higher education.

Twilight Zones Susan Bordo 2023-09-01 Considering everything from Nike ads, emaciated models, and surgically altered breasts to the culture wars and the O.J. Simpson trial, Susan Bordo deciphers the hidden life of cultural images and the impact they have on our lives. She builds on the provocative themes introduced in her acclaimed work *Unbearable Weight*—which explores the social and political underpinnings of women's obsession with bodily image—to offer a singularly readable and perceptive interpretation of our image-saturated culture. As it becomes increasingly difficult to distinguish between appearance and reality, she argues, we need to rehabilitate the notion that not all versions of reality are equally trustworthy. Bordo writes with deep compassion, unnerving honesty, and bracing intelligence. Looking to the body and bodily practices as a concrete arena where cultural fantasies and anxieties are played out, she examines the mystique and the reality of empowerment through cosmetic surgery. Her brilliant discussion of sexual harassment reflects on the Clarence Thomas/Anita Hill controversy as well as the film *Disclosure*. She suggests that sexuality, although one of the mediums of harassment, is not its essence, and she calls for the recasting of harassers as bullies rather than sex fiends. Bordo also challenges the continuing marginalization of feminist thought, in particular the failure to read feminist work as cultural criticism. Finally, in a powerful and moving essay called "Missing Kitchens"—written in collaboration with her two sisters—Bordo explores notions of bodies, place, and space through a recreation of the topographies of her childhood. Throughout these essays, Bordo avoids dogma and easy caricature. Consistently, and on many levels, she demonstrates the profound relationship between our lives and our theories, our feelings and our thoughts.

Struggle for Ethnic Identity Pyong Gap Min 1999 Dr. Pyong Gap Min and Rose Kim present a compilation of narratives on ethnic identity written by first-, 1.5-, and second-generation Asian American professionals. In an attempt to reconcile the dichotomies long associated with being both Asian and American, these narratives trace the formation of each author's ethnic identity and discuss its importance in shaping his or her professional career. The narratives touch upon common themes of prejudice and discrimination, loss and retention of ethnic subculture, ethnic versus non-ethnic

friendship networks, and racial and inter-racial dating patterns. When coupled with Dr. Min's comprehensive introductory chapter on contemporary trends in the study of ethnicity, these narratives prove that constructing one's ethnicity is truly a dynamic process and serve as an invaluable resource for anyone interested in teaching or studying the concepts of ethnic identity.

The Word is Worth a Thousand Pictures Gregory Edward Reynolds 2001-04-20

Routledge International Handbook of Diversity Studies Steven Vertovec 2014-11-20 In recent years the concept of 'diversity' has gained a leading place in academic thought, business practice and public policy worldwide. Although variously used, 'diversity' tends to refer to patterns of social difference in terms of certain key categories. Today the foremost categories shaping discourses and policies of diversity include race, ethnicity, religion, gender, disability, sexuality and age; further important notions include class, language, locality, lifestyle and legal status. The Routledge Handbook of Diversity Studies will examine a range of such concepts along with historical and contemporary cases concerning social and political dynamics surrounding them. With contributions by experts spanning Sociology, Anthropology, Political Science, History and Geography, the Handbook will be a key resource for students, social scientists and professionals. It will represent a landmark volume within a field that has become, and will continue to be, one of the most significant global topics of concern throughout the twenty-first century.

Higher Education: Handbook of Theory and Research 13 J.C. Smart 1998-03-31 Published annually since 1985, the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities.

A Liberal Education Brendan Apfeld 2023-12-31 An innovative and comprehensive account of the modern university's impact on social and political attitudes.

Sex, Race, and Merit Faye J. Crosby 2000 Traces the history of this divisive national issue, as reflected in the writings of key opinion makers and in public documents

Global Values Education Joseph Zajda 2009-08-11 *Global Values Education: Teaching Democracy and Peace*, which is the seventh volume in the 12-volume book series *Globalisation, Comparative Education and Policy Research*, presents scholarly research on major discourses in values education globally. It provides an easily accessible, practical yet scholarly source of information about the international concern in the field of globalisation and comparative education. Above all, the book offers the latest findings to the critical issues concerning major discourses in comparative education in values education in the global culture. It is a sourcebook of ideas for researchers, practitioners and policy makers in values education, multiculturalism and moral education. It offers a timely overview of current issues affecting values education, comparative education and education policy research in the global culture. It provides directions in values education, and policy research, relevant to transformational educational reforms in the twenty-first century (see also Zajda & Rust, 2009). This book critically examines the overall interplay between values education, globalisation, dominant ideologies and implications for policy research (see also Apple, 2004). It draws upon recent studies in the areas of globalisation, equity, social justice and the role of the State (Zajda, Biraimah, & Gaudelli, 2008). It explores conceptual frameworks and methodological approaches applicable in the research covering values education, globalisation, equity and multicultural education. Various book chapters critique the dominant discourses and debates pertaining to values education, multiculturalism and relevant comparative education discourses.

Higher Education: Handbook of Theory and Research Michael B. Paulsen 2018-04-06 Published annually since 1985, the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities. Each chapter provides a comprehensive review of research findings on a selected topic, critiques the research literature in terms of its

conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic. The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community. Each annual volume contains chapters on such diverse topics as research on college students and faculty, organization and administration, curriculum and instruction, policy, diversity issues, economics and finance, history and philosophy, community colleges, advances in research methodology and more. The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world.

Fully Human in Christ Todd H. Speidell 2016-11-08 Thomas F. Torrance's theology included a thoroughgoing, albeit implicit, ethic of reconciliation. It focused on the personalizing and humanizing mediation of Christ in all realms of life--including not only a supposed private dimension of human life but also the social, historical, and political structures of human society and even of the cosmos itself. This book builds upon that vision of a Christian ethic radically rooted in God's grace, which encompasses, sustains, and transforms the entire human and created order. A trinitarian-incarnational social ethic does not begin with our human causes, projects, and agendas, however noble they might be, but with witness to the reconciling person and work of Jesus Christ for us.

The Attack on Higher Education Ronald G. Musto 2022-01-20 Compares the current right-wing attack on American higher education to Henry VIII's Dissolution of the Monasteries in 1535.

The Culture of Interpretation Roger Lundin 1993 This book offers a broad-ranging account of contemporary American culture, the complex network of symbols, practices, and beliefs at the heart of our society. Lundin explores the historical background of some of our "postmodern" culture's central beliefs and considers their crucial ethical and theological implications.

The Racial Crisis in American Higher Education William A. Smith 2012-02-01 A revised edition of the classic text, illuminating the linkages between race and higher education.

Relativism Francis J. Beckwith 1998-10-01 "An extremely well-researched, intellectual approach to the problem of relativism and its effect on education, public policy, and our everyday lives." --Youthworker

Resources in Education 1991-07

How Minority Students Experience College Lemuel Watson 2023-07-03 "I feel like they act like they're so diverse and multicultural. This is not a representation of how it is for people who go here." "I know of several occasions, if it weren't for several faculty of color, I don't know how I would have made it from one day to the next." -- from student interviews Have three decades of integration and multicultural initiatives in higher education delivered a better education to all students? Are majority and minority students reaping similar benefits, specifically in predominantly white colleges? Do we know what a multicultural campus should look like, and how to design one that is welcoming to all students and promotes a learning environment? Through a unique qualitative study involving seven colleges and universities considered national models of commitment to diversity, this book presents the views and voices of minority students on what has been achieved and what remains to be done. The direct quotations that form the core of this book give voice to Black, Hispanic, Asian, Native American and bi-racial students. They offer in their own words their perceptions of their campus cultures and practices, the tensions they encounter and what works for them. Rather than elaborating or recommending specific models or solutions, this book aims to provide insights that will enable the reader better to understand and articulate the issues that need to be addressed to achieve a well-adapted multicultural campus. Presidents, academic affairs professionals, student affairs personnel and faculty concerned with equity and diversity will find this book helpful and enlightening.

Should God Get Tenure? David W. Gill 2020-04-14 During the twentieth century, theological and religious perspectives have been marginalized, if not utterly excluded in many of our colleges and universities. The essays in this book argue in different ways for the critical, appreciative inclusion of theological and religious perspectives in higher education. The contributors believe that even in our secular, religiously disestablished era, religion and God continue to occupy an important and dynamic role in personal and social life. If our colleges and universities are to fulfill their higher aspirations of educating whole persons for the real world in all of its diversity and challenge, we need to go bravely against the flow and “give God tenure.”

Handbook of Research in Social Studies Education Linda S. Levstik 2010-04-15 This Handbook outlines the current state of research in social studies education - a complex, dynamic, challenging field with competing perspectives about appropriate goals, and on-going conflict over the content of the curriculum. Equally important, it encourages new research in order to advance the field and foster civic competence; long maintained by advocates for the social studies as a fundamental goal. In considering how to organize the Handbook, the editors searched out definitions of social studies, statements of purpose, and themes that linked (or divided) theory, research, and practices and established criteria for topics to include. Each chapter meets one or more of these criteria: research activity since the last Handbook that warrants a new analysis, topics representing a major emphasis in the NCSS standards, and topics reflecting an emerging or reemerging field within the social studies. The volume is organized around seven themes: Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies: Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must-have resource for all beginning and experienced researchers in the field.

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