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Nota di contenuto	Introduction: What are we teaching social studies (teachers) for? Alicia Crowe, Kent State University, Alexander Cuenca, Saint Louis University -- Section 1: Rethinking Social Studies Teacher Education Purposes -- Section 1 Introduction, Crowe and Cuenca -- Chapter 1: From Non-Racism to Anti-Racism in Social Studies Teacher Education: Social Studies and Racial Pedagogical Content Knowledge, LaGarrett J. King, Clemson University, Prentice T. Chandler, University of Cincinnati -- Chapter 2: Challenging Neoliberal Perspectives: A Framework for Humanizing Social Studies Teacher Education, Brooke Blevins, Baylor University, Tony L. Talbert, Baylor University -- Chapter 3: Teaching Social Studies to These Students in This Place: Exploring Place in Social Studies Teacher Education, Whitney G. Blankenship, Rhode Island College, Michelle Reidel, Georgia Southern University, Caroline C.

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Sommario/riassunto

In this volume teacher educators explicitly and implicitly share their visions for the purposes, experiences, and commitments necessary for social studies teacher preparation in the twenty-first century. It is divided into six sections where authors reconsider: 1) purposes, 2) course curricula, 3) collaboration with on-campus partners, 4) field experiences, 5) community connections, and 6) research and the political nature of social studies teacher education. The chapters within each section provide critical insights for social studies researchers, teacher educators, and teacher education programs. Whether readers begin to question what are we teaching social studies teachers for, who should we collaborate with to advance teacher learning, or how should we engage in the politics of teacher education, this volume leads us to consider what ideas, structures, and connections are most worthwhile for social studies teacher education in the twenty-first century to pursue. .
