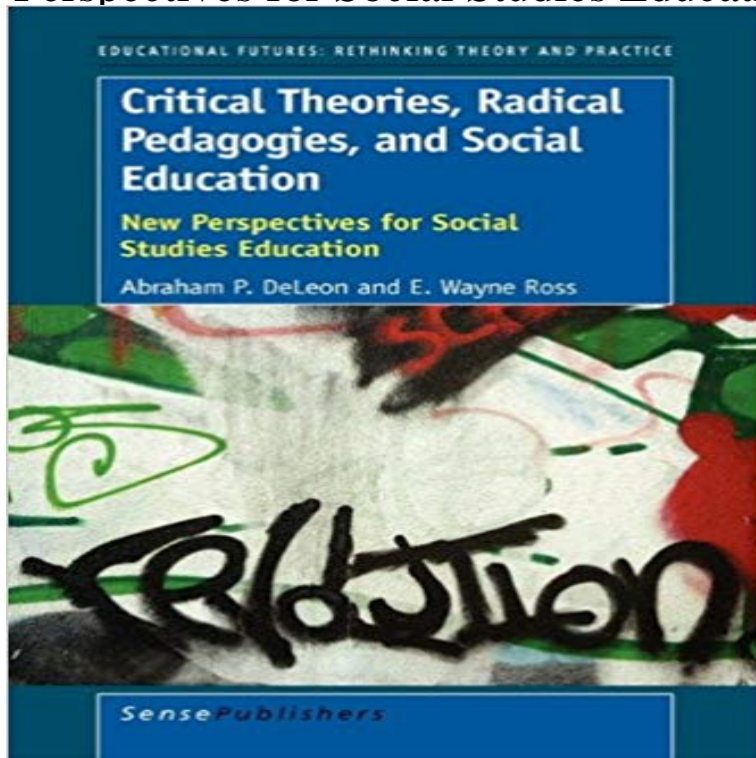


Critical Theories, Radical Pedagogies, and Social Education: New Perspectives for Social Studies Education



Critical Theories, Radical Pedagogies, and Social Education: New Perspectives for Social Studies Education begins with the assertion that there are emergent and provocative theories and practices that should be part of the discourse on social studies education in the 21st century. Anarchist, eco-activist, anti-capitalist, and other radical perspectives, such as disability studies and critical race theory, are explored as viable alternatives in responding to current neo-conservative and neo-liberal educational policies shaping social studies curriculum and teaching. Despite the interdisciplinary nature the field and a historical commitment to investigating fundamental social issues such as democracy, human rights, and social justice, social studies theory and practice tends to be steeped in a reproductive framework, celebrating and sustaining the status quo, encouraging passive acceptance of current social realities and historical constructions, rather than a critical examination of alternatives. These tendencies have been reinforced by education policies such as No Child Left Behind, which have narrowly defined ways of knowing as rooted in empirical science and apolitical forms of comprehension. This book comes at a pivotal moment for radical teaching and for critical pedagogy, bringing the radical debate occurring in social sciences and in activist circles-where global protests have demonstrated the success that radical actions can have in resisting rigid state hierarchies and oppressive regimes worldwide-to social studies education.

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