

Swimming through Whiteness: Non-Racism and Anti-Racism in Social Studies Teacher Education

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Short Abstract

This dissertation sought to uncover the racial knowledge, racial standpoint, and racial pedagogical decision making of secondary social studies teacher education students. Grounded in critical race theory and critical whiteness studies this study examined the ways in which participants engaged with non-racism and anti-racism while developing a racial standpoint in the social studies classroom. Findings indicate that although participants' racial knowledge and understanding increased, struggles persisted in enacting anti-racist social studies pedagogical approaches. Implications for research, policy, and praxis are discussed.