Public Abstract

First Name:Andrea

Middle Name:M

Last Name:Hawkman

Adviser's First Name:Antonio

Adviser's Last Name:Castro

Co-Adviser's First Name:

Co-Adviser's Last Name:

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

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 I examined the ways in which participants engaged with non-racism and anti-racism while working to develop their positionality in the social studies classroom.

In Chapter 1, I detail the overarching context of the study, introduced the theoretical framing, and provided definitions for key terms that will appear throughout the dissertation. Chapter 2 features a discussion of the theoretical foundation of this study as well as relevant research literature on the teaching and learning of race/ism within social studies education. Chapter 3 provides a detailed description of the research methods and methodology deployed in this study as well as a discussion of researcher positionality. In Chapter 4, I present findings related to participants' foundational racial knowledge and understanding. Chapter 5 includes a discussion of the three racial standpoints embodied by participants over the course of the semester. Finally, Chapter 6 includes a discussion of the implications of this study for social studies, teacher education, and the understanding of race/ism in America