

SOCIAL STUDIES AND  
CITIZENSHIP EDUCATION IN  
THE GLOBAL SOUTH



# Social Studies Education in Latin America

Critical Perspectives from the Global South

Edited by Sebastián Plá  
E. Wayne Ross



*Social Studies Education in Latin America* is an achievement and an opportunity to facilitate a better exchange of ideas and more equal academic discussion. Written by leading researchers in Latin America and edited by key authorities in the field, it opens access to Latin American social studies research in their own words. The book is an essential read for social studies academics and practitioners who are open to being challenged and engaging in more ethical constructions of knowledge.

—Edda Sant, Reader in Education, Manchester Metropolitan University, UK

There is an essential uniqueness to *Social Studies Education in Latin America* that could truly benefit social studies education in North America. We are in urgent need of a global lens and vital dialogue that examines the political, economic, and social histories inherent to Central and South America. Like none before, this book will bring to our classrooms perspectives on power and a wonderful opportunity to shift our practices.

—Cinthia Salinas, Ruben E. Hinojosa Regents Professor in Education, University of Texas at Austin, USA

The collection of critical research on social studies in Latin America, in dialogue with global issues, makes *Social Studies Education in Latin America* an indispensable contribution to the renewal of critical social studies education.

—Antoni Santisteban Fernández, Professor & Director of the Department of Didactics of Language and Literature, and Social Sciences, Autonomous University of Barcelona, Spain

*Social Studies Education in Latin America* offers readers vital insights into critical teaching and learning. The chapters call upon educators to account for the classed, gendered, and racialized nature of systems born in Empire and inequality and for the capacities of communities to learn themselves into a more just co-existence.

—Kent den Heyer, Professor, Department of Secondary Education, University of Alberta, Canada

Language has become a barrier to knowledge and exchange between research carried out in countries whose language is of Latin origin, in our case Spanish and Portuguese. It is important to promote and discuss the knowledge created in Latin America, which makes *Social Studies Education in Latin America* relevant.

—Ángel Díaz-Barriga, Institute for Research on the University and Education, National Autonomous University of Mexico, Mexico

# SOCIAL STUDIES EDUCATION IN LATIN AMERICA

This book offers a path forward, for the growing collaboration in social studies education between Global North and South educators, practitioners, and researchers. In this volume, leading critical social studies education researchers from Latin America explore the constant presence of colonialism, capitalism, patriarchy, and state violence. Chapter contributors represent a large part of the continent and offer perspectives on a wide range of topics, including recent history and memory, cultural dimensions of social studies education, and comparative studies among Latin American countries.

By bringing together this critical work in one volume, the book fosters conversation across geographic regions to transcend the national contexts for which these analyses are generally produced. This collection provides insights into issues of curriculum, teaching, teacher education, and research in the region and will be of interest to readers both familiar with and new to research on social studies, history, citizenship, and geography education in Latin America.

**Sebastián Plá** is Senior Researcher at the National Autonomous University of Mexico.

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**Social Studies and Citizenship Education in the Global South  
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Series Editors:

Sebastián Plá, National Autonomous University of Mexico.

E. Wayne Ross, University of British Columbia.

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**To Susana, Nicolás, and María, my eternal souls**  
**S. P.**

**To Rachel, Colin, Holden, and Leo**  
**E. W. R.**





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# PREFACE

In the fall of 2018, Sebastián wrote an email introducing himself to Wayne describing his current book project – a comparative study of social studies and history curricula in Latin America – and his desire to spend a sabbatical year working on his book (and other projects) in Vancouver at the University of British Columbia. Sebastián and his family arrived in Vancouver in August of 2019 and there was really no way either of us could have anticipated what was on the horizon.

Over the course of the 2019–2020 academic year, Sebastián not only worked on his research and writing projects, but became an integral part of several courses Wayne was teaching, including teacher education courses on social studies curriculum, a graduate course on curriculum studies, and a PhD proseminar. Our conversations about social studies, history education, educational theory, and politics across North and South America were wide-ranging and engaging. We quickly discovered shared academic interests and political perspectives; so, it was inevitable that we started to discuss the possibilities of working together. This book, the first in a series of books that will focus on critical social studies research from the Global South, is the product of our time working together in Vancouver.

It is certainly conceivable that a book or some other academic project would have emerged from the collaboration of two like-minded social studies educators. But, we did not anticipate the friendship that emerged between us and our families. Nor could we have anticipated the abrupt end to our time working and socializing together in person, as the first wave of COVID-19 swept through Vancouver. Over the course of the last year or so, we fleshed out our ideas about the book and book series and we are pleased to have collected contributions from important and critically minded social studies and history education researchers from Latin America.



Our conversations and shared experiences in Vancouver provided many new understandings and insights about social studies teaching, curriculum, and research as well as culture and politics for us. And, in a way, this book aims to accomplish the same at a more macro level. Social studies researchers in the South maintain a constant dialogue with research from the United States, Europe, and other regions, but since most of the research is produced for national contexts, the vast majority is written in Spanish and Portuguese. As a result, little or nothing is known about this research outside Latin America. This book has, among its main objectives, to communicate abroad what this region produces. We hope that this book stimulates, strengthens, and spreads the academic conversation among social studies and history educators in Latin America, North America, Europe, and beyond.

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