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One of the most pressing challenges teacher education faces today is the inability to produce substantial numbers of teachers from racial, ethnic, and language minority groups. Nationally, although the student population is 40% students of color, the number of minority teachers is diminishing. Only 17% of teachers are of color (with student projections of 50% by 2025) (NCES, 2003, 2004; NCTAF, 2003). Policy makers and researchers have called for increased numbers of minority teachers to address the cultural gap between teachers and students, particularly in urban schools (Dillard, 1994; Dilworth & Brown, 2008). Although much has been written about the problems of recruiting minority teachers into teacher education programs in recent years, still very little is known about what these teacher candidates bring to and what happens to them as they progress through their professional development programs.

In this interpretive case study, I focus on the perspectives of one African American middle school pre-service social studies teacher during her senior year in an urban teacher education program in which she was enrolled, a social studies methods course and subsequently 15 weeks of student teaching. The central purpose of the study is to gain insights on African American teacher candidates' perspectives on social studies education including the primary purpose, curriculum, and effective strategies and resources to engage



students' learning about the world. It also explores factors that shape the teaching candidate's perspectives and how these perspectives influenced her learning to teach Asia in a diverse middle school in The American South.

Relevant Theory and Research

This inquiry is grounded in three bodies of theory and research: the work on teacher beliefs, the research on racial identity and perspectives on social studies, and research on cultural identity and learning to teach. First, reviews and analyses of the literature contribute to a consensus that beliefs are psychological constructions that include understandings, assumptions, images, or propositions that are felt to be true and structure an individual's perspective or theory of action (Clark & Peterson, 1986; Richardson, 1996; Ross, 1987). Generally subjective and affective in nature, beliefs color interpretations of social actions and shape the intentions and purposes of behavior. Although individuals operate with unique sets of subjectively reasonable beliefs, they expand, revise, or restructure their beliefs within the context of social interactions. Second, the current study is informed by recent research on racial identity and perspectives on social education (Epstein, 2000; Pang and Gibson, 2001; Urrieta, 2004). This strand of research argues for a sociocultural approach to social studies research, policies, and practices, with emphasis on understanding how students and teachers' social identities shape their knowledge of and perspectives on social studies subjects.

The third line of work upon which this study has drawn is conceptual and empirical literature that focuses on learning to teach among teacher candidates of diverse background (Au & Blake, 2003; Frank, 2003; Guyton, Saxton, & Wesche, 1996; Nieto, 2000; Quiocho & Rios, 2000; Su, 1997; Tellez, 1999). Among this literature, there is widespread support for the idea that teachers of diverse background are more likely to understand and embrace the culture of minority students and, therefore, be fundamentally better equipped to employ culturally relevant pedagogy for students of color who in reality represent a majority in many urban schools in the United States.

A further review of research studies in this field suggests that teacher candidates of diverse background enter teacher education programs with their unique perspectives and experiences. They bring a greater degree of multicultural knowledge, are more aware of inequalities in schooling and, therefore, are more committed to working for social justice and engage students of diverse background with curricula that is culturally relevant, yet, academically challenging (Agee, 2004; Quiocho & Rios, 2000). King (1993), for example, used survey data to explore the insights of one cohort of an African American teaching pool on why they had chosen to enter teaching and what would enable them to stay in the profession. Guyton, Saxton, and Wesche (1996) interviewed seven pre-service teachers in an early childhood education program, all seeking initial certificates in a Masters/Certification program at an urban university. Although the focus of the article is the experiences of diverse students in teacher education, the authors include six students of color in their study, along with one gay male student. Su (1997) studied pre-service

teachers who were of various minority background (African American, Asian American, Hispanic, Native American) and contrasted their views with those of mainstream counterparts and found that minority teacher candidates showed a much greater awareness of conditions of inequity in public schools. The majority candidates interviewed by Hood and Parker (1994) wanted to return to their communities or to work in similar ones, to help African American and Latino students attain academic success. Frank (2003) captured the voices of seven female African American education majors enrolled in a teacher education program at a predominantly white university. Based upon data collected through 13 focus-group meetings over a 5-month period, Frank documented the teacher candidates' perspectives on decisions to attend a white university, experiences dealing with racism and racial identity, choices of schools where they would like to teach, and curriculum and teaching strategies they would like to adopt.

The study reported in this article builds on and extends previous research by examining African American pre-service social studies teachers' construction of professional knowledge, skills, and insights during their journey on becoming a social studies teacher. The decision to choose African pre-service teachers in the field of social studies education is based upon two important observations. First, social studies is the area in the school curriculum that is most directed towards cultural awareness and global learning (Zong, Wilson, & Quashigah, 2008). The second observation is related to the declining presence of teachers of diverse background in social studies teaching profession (Garcia & Buendia, 1996; Ladson-Billings, 2003). In her critical analysis of social studies curriculum, policies, and profession, Ladson-Billings noted that "despite the salience of history and social issues to people of color, the profession has done little to recruit and retain teachers of diverse backgrounds" (p. 4). She argued that "while this lack of diversity among social studies teachers is symptomatic of the overall teaching profession, the social studies seem to be a place of curious absence for such teachers," and suggested that "the social studies profession should be the most overt of the school subjects to insist upon the recruitment, training, and retention of a diverse professional teaching force" (p. 5).

The present study follows this call by exploring an African American teacher's experiences and perspectives on learning to teach within a social studies teacher education program. Specifically, the focus was placed on the development of her understanding about the rationale and effective strategies of teaching Asia to students in urban schools. It is hoped that the study will shed light on what can be done in universities and schools of education, as well as in public school contexts, not only to help recruitment and retention of minority candidates in social studies teacher education programs but also to nurture a global learning orientation that encourages and supports all teachers to use their cultural knowledge to forge a culturally responsive pedagogy that promotes intercultural communication and global learning. The following questions guided the inquiry: (1) In the context of globalization, in what ways does an African American pre-service teacher give meaning and purposes of teaching Asia in The American South? How is Asia constructed in the



teacher's plan for middle school curriculum? What are the major teaching resources and strategies that shape her curriculum about Asia?

Research Methodology

This study is drawn from a comprehensive case study that was conducted over the course of an entire academic year to examine four minority teachers' perspectives on social studies teaching and learning. Quiocho and Rios (2002) suggested that an ethnography approach (including case studies, narrative analysis, interview, and data analysis) should be favored in research on the experiences of minority group teachers as they move into teacher credential programs and then into the teaching profession, because of the relatively low number of ethnic minority group teachers in the profession and in teacher education programs. They argued that the advantage of this approach is that it generally yields "thick, critical descriptions" of ethnic minority teachers' experiences in specific contexts and with concrete details, in the hopes of making visible and meaningful the complexity of what is usually not seen. Meanwhile, research on teacher thinking in general has repeatedly called for understanding teacher beliefs, classroom actions, and the nature of the process of learning to teach specifically through the use of qualitative longitudinal case studies (Richardson, 1996; Zeichner, 1999).

The current study embraces this call for qualitative inquiry about teacher perspectives by employing a case study approach (Stake, 1995) to develop a holistic interpretation of African American pre-service teachers' perspectives on social studies teaching and learning within the multiple social contexts that compose a teacher education program. Case studies are particularly of value for this inquiry because they can yield an in-depth analysis of a limited number of participants, in their natural setting, contribute to the refinement of theory, and highlight issues that warrant deeper investigation (Agee, 2004; Slekar, 2009).

Program Context and Participant

This study was conducted in an undergraduate middle childhood education program within an urban public university in the Southeastern part of the United States. The university is located in downtown where public transportation is available to most students. It is rich in diversity and, by its mission, supports the diversity of its students, faculty, and staff. The teacher education program is committed to preparing teachers for urban schools. This commitment is reflected in both teacher education courses and the field placements. All the pre-service teachers in the middle school teacher education program have two areas of concentration. They can choose any two out of four areas: language arts, mathematics, science, and social studies education. The following is a brief introduction of the research participant, Savannah.

A native of the metro area where the university is situated, Savannah sees herself as African American or black even though her family is composed of Native American, Caucasian, and African heritage. She went to public schools in her neighborhood which was predominantly black. She does not remember having any social studies teachers who were African Americans even though most students in her schools were black. She described the

teacher who made the most positive impact on her as a 7th grade math teacher who was an African American female. Savannah has traveled extensively within the United States with her parents when she was child. She has also visited Jamaica and Mexico. Savannah graduated from an urban high school with 3.93 GPA and received full scholarship offers from two Historically Black Colleges and Universities (HBUC). She decided to attend a public urban university mainly because she wanted to meet and interact with more people from other cultures. While going to school full-time, she also worked part-time in an in-home care company. She is proud of not having any student loans at the time of her graduation.

Savannah's two areas of concentration were mathematics education and social studies education. She completed her practicum and student teaching placement in the same middle school. The middle school's student population consists of 40% White, 40% African Americans, and 20% others, which were mainly immigrant students of Hispanic descent and a few from countries such as Brazil, China, and Korea. Savannah was placed in a seventh grade social studies classroom working with an African American male cooperating teacher.

Data Collection and Analysis

Data collection extended over a 12-month period and included observation of lessons, interviews, and relevant documents. Major data sources included (a) the participant's social studies learning autobiographies written at the very beginning of social studies methods class; (b) observation notes of participant teaching social studies on at least five occasions, with informal conversations before and after observing; (c) artifacts that contain reflective writing produced by the participant such as self-identified exemplary lesson plans from their field placements, a social studies unit plan, and other related course assignments; (d) in-depth interviews conducted at the end of practicum semester and after the completion of student teaching experiences.

Data analysis employed a modified version of the constant comparative method to generate a theory for prospective teachers' cultural identity and learning to teach social studies. This method is recommended in interpretative studies that involve large data sets with multiple sources (Strauss & Corbin, 1990). Using case study analytic techniques, including pattern matching and explanation building (Yin, 1994), I examined across data sources in the process of identifying patterns and explanations on the pre-service teacher's views of representation and narration of Asia in school curriculum, including the goals and objectives in teaching Asia, curriculum development, and instructional resources and strategies.

The trustworthiness of the study was strengthened by analyzing multiple written, verbal, audio-visual, and digital data sources, engaging in ongoing critical reflections during the study, and cross-checking multiple data sources to support emerging patterns in interpreting data. The multiple data sources were employed to help "prevent the investigator from accepting too readily the validity of initial impressions. They enhance the scope, density,



and clarity of constructs developed during the course of the investigation” (LeCompte & Preissle, 1993, p.48). I also kept a research journal during the 10 month study to reflect upon my own observations and interactions with the participant. The findings were cross-checked (Denzin & Lincoln, 1998) with the participants in order to confirm or disconfirm emerging interpretations.

Findings

The main objectives of the study were to construct a profile of the participating African American pre-service teacher’s perspectives about teaching Asia in The American South and to examine the processes through which the teacher’s perspectives were created, developed, and enacted during her last year in a middle school teacher education program. Several themes were identified through both inductive and deductive data analysis procedures. In this section, I will present the research findings around the two main research questions: the teacher candidate’s perspectives on purposes of teaching Asia, situating Asia in middle school curriculum, effective use of instructional resources and strategies, and factors that influence the development of these perspectives.

Situating Asia in Middle School Curriculum

Data analysis indicates that the pre-service teacher’s curriculum decisions in selecting themes and topics about Asia is very much aligned with state and school district content standards. In the state where Savannah completed her student teaching, the state level curriculum framework for middle schools centralizes content on Asia in 7th grade, where both Southwest Asian studies (the Middle East) and Southern and Eastern Asian studies are required to be taught and tested in the annual state-wide accountability test. A typical year-long curriculum plan for 7th grade social studies include three major regions: Southwest Asia (Middle East) (11 weeks); Southern and Eastern Asia (12 weeks) and Africa (13weeks). The major concepts embedded in each region include conflict and change; culture; governance; human environmental interaction; movement and migration; location, production, distribution and consumption; time, change and continuity as reflected in the state’s curriculum frameworks.

The two Asian studies curriculum mapping plans included in Savannah’s portfolio, showed in table 1 and table 2, clearly parallel the four domains of state curriculum standards on teaching Asia: geographic understanding, government/civic understandings, economic understandings, and historical understandings (Georgia Department of Education, 2008). Each of the lesson plans Savannah developed also consistently addressed state curriculum standards.

TABLE 1 Curriculum Plan for Teaching Southwest Asia (the Middle East)

Unit One: 4 Weeks	Unit Two: 3 Weeks	Unit Three 2 Weeks	Unit Four 2 Weeks
Geography of Southwest Asia	The development of Southwest Asia	Political developments in Southwest Asia	Economic developments in Southwest Asia
<p>Topics:</p> <ul style="list-style-type: none"> • Physical and human characteristics • Impact of location, climate, physical characteristics, natural resources, population • Ethnic Groups • Christianity • Judaism • Islam • Environmental issues 	<p>Topics:</p> <ul style="list-style-type: none"> • The breakup of the Ottoman Empire • Establishment of Israel • Israeli-Arab • U. S. Involvement 	<p>Topics:</p> <ul style="list-style-type: none"> • Type of government • Form of leadership • Role of citizen 	<p>Topics:</p> <ul style="list-style-type: none"> • Economic systems • Voluntary trade • Currency exchange • Economic growth • Investment



Table 2 Curriculum Plan for Teaching Southern and Eastern Asia

Unit One 3 Weeks	Unit Two 4 Weeks	Unit Three 1 Week	Unit Four 1 Week
Geography of Southern and Eastern Asia	Development of Southern and Eastern Asia	Political Systems of Southern and Eastern Asia	Economic Systems of Southern and Eastern Asia
<p>Topics:</p> <ul style="list-style-type: none"> • Physical and human characteristics • Impact of location, climate, physical characteristics, natural resources • Ethnic groups • Religions (Buddhism, Philosophy of Confucianism, Hinduism, Islam, Shintoism) 	<p>Topics:</p> <ul style="list-style-type: none"> • European Partition • Aftermath of WWII • Mao Zedong • Collapse of Colonialism • Korea and Vietnam Wars • Rebuilding of Japan 	<p>Topics:</p> <ul style="list-style-type: none"> • Environmental policy issues • Type of government • Form of leadership • Role of citizen 	<p>Topics:</p> <ul style="list-style-type: none"> • Economic systems • Voluntary trade • Currency exchange • Economic growth • Investment

Primary Purpose of Teaching Asia

The African American teaching candidate in this study believes that the primary goal of social studies education is to provide students with knowledge and skills to understand themselves and the world--its past, present, and future. These include helping students

understand their personal history and the dynamic global connections that are part of daily life today. In both interviews and her curriculum plans and reflections, Savannah emphasized the importance of knowledge about other peoples and places. Under this broad framework on teaching about the world, Savannah discussed the rationale, goals and objectives she set for teaching Asia. She developed a three week unit plan on Southwest Asia (the Middle East). She identified her lessons on Islam and Hinduism as exemplary lessons. When I asked her about her curriculum and instruction decisions about teaching Asia she commented:

The Middle East (Southwest Asia) is in the news every day. From Israel, Lebanon, to Iraq, there are so many things going on over there. We need to know why. I took a Middle East history class and I loved it! Not because of the professor's pedagogy, but the content and the perspectives that class offered. The information is so helpful to understand what is going on in today's world. After taking that class, now I love geography too. I love to know why things happen in particular places.

To Savannah, teaching Asia studies is essential in middle school not simply because of the requirement of meeting the state content standards and preparing students for the required accountability test, more importantly, it will help students better understand Asian cultures and peoples. She also aimed to highlight the relevance of this knowledge and understanding to her students' lives and the increasingly connected world they live in. Savannah's efforts to support students' knowledge and understanding of Asia were evident in her instructional decisions and teaching practice. Her lesson plans and critical reflective analysis of teaching demonstrated her views on the important role knowledge of Asia plays in shaping students' understanding of historical and current events and issues relevant to their lives. The following lesson on Hinduism illustrates this point.

In planning and teaching the lesson, Savannah introduced to her students the historical roots of the religion, its central beliefs, related festivals and celebrations, and the number of followers around the world. She emphasized the importance of understanding religious diversity and led an in-depth discussion on one of the key beliefs, ahimsa (nonviolence), and guided her middle school students in analyzing how they can draw upon teachings of Ahimsa and examine how they should deal with conflicts in their own lives. To highlight the Hindu ethic of nonviolence, Savannah asked her students to read a story about Mohandas Gandhi and explained how Gandhi's courageous, challenging story and his approach to nonviolence have impacted the global world.

In reflecting the lesson, Savannah discussed the importance of making knowledge of Asia relevant to middle school students' lives and her efforts to build nonviolence approaches to conflict management skills into her lesson on Hinduism. She explained this during the interview at the end of her practicum:

As a diverse population, learning and appreciating each other's differences is fundamental. A student of any nationality will grow intellectually by examining



mathematics and social studies, two areas of teaching certification that I am working on. As the agent of such instruction, I am committed to bringing social studies to life. I taught a lesson plan on Hinduism. Although many students had heard of the religion through media and other forums, they did not make sense of the information. They did not make the connection that Hinduism is a major religion in the world or that Mohandas Gandhi set the non-violent example many leaders today form their philosophies and ideologies after. They also did not know that reincarnation and nonviolence are part of fundamental beliefs of all Hindus. When I taught this lesson, I brought in pictures to help students understand where many Hindu people live, including the metro area where the school is located. I also showed students how the actions of Dr. Martin Luther King paralleled his nonviolent movements of the 1960's after Mohandas Gandhi. My goal was to impress upon students the need to understand religion instead of judging others because they are different.

Reflecting on her teaching effectiveness and the impact on students' learning, Savannah wrote in her portfolio: "I rated this as an exemplary lesson because the students learned facts about Hindus. Before this lesson, I asked the students what they knew about Hindu religion. Very few of them could give me basic facts about the religion. Now, they remember numerous features about the religion and feel proud that they do have such knowledge and understanding."

In another self- selected exemplary lesson included in her teaching portfolio, the lesson on Islam, Savannah also aimed to help students not only learn the basic knowledge of the religion but also to improve students' cross-cultural awareness. In this lesson, she aspired to address two state performance standards: (a) The students will describe development of the three major religions that originated in the Middle East; (b) Explain the origins and spread of Islam to 1258 CE. Savannah started the lesson by posing the following questions for students: "What percentage of people is Muslim in the United States? What percentage is worldwide? Do you know anyone who is Muslim in our school or in your neighborhood?" She used these questions to help students make personal connections with the content of the lesson. On the day she was teaching the lesson, Savannah also wore an Abaya to school and asked her students if they knew the cultural meaning of her attire. She asked the students to complete a KWL chart to base her teaching upon what they already knew about Islam and what they would like to know about the religion. Building upon students' prior knowledge, Savannah used a guided instruction approach and multiple resources including maps, pictures, and readings to explain where Islam started, when it began to spread, who founded the religion, and how the religion influences the actions, dress, and behavior of people.

In reflecting on the lesson and its impact on students' learning, she explained the reason for choosing this topic as one of her exemplary lessons:

The students need this lesson because they are formally assessed on Islam during their end-of-term test and the state accountability test. More importantly, they need to learn about religions other than their own and to understand the diverse beliefs in the school and the community. Many students had questions about Muslim clothing because even several of their fellow students in the middle school wear Abaya and Hijaab regularly. Around the neighborhood where the school is located, there have been news reports on local residents opposing expansion of a mosque planned by a Muslim congregation. In my delivery of the lesson, I tried to help students make these connections and focus on comparing and contrasting Islam and Christianity to better understand different religious beliefs.

Facilitating Economic Understanding

During practicum and student teaching, Savannah taught several lessons on economy of Southern and Eastern Asia. According to state social studies curriculum standards, the middle school students are expected to be able to compare and contrast the economic systems in China, India, Japan, and North Korea; explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia; and describe factors that influence economic growth and examine their presence or absence in India, China, and Japan.

One of the lessons Savannah taught during her student teaching was on comparing US and China's economy. She wrote two objectives in her lesson plan: At the end of the lesson, students will a) Identify basic economic facts and indicators for the U.S. and China in order to compare and contrast these two large economies; b) understand ways in which economic differences between the U.S. and China impact the lives of American and Chinese citizens. She guided students in using the data from CIA World Factbook website to compare and contrast Chinese and US economies in the following categories: natural resources, land use, GDP per capita, population below poverty line, GDP composition by sector, labor force by occupation, agriculture products, industrial production growth rate, electricity production, telephones lines in use, internet service providers, railways, paved highways, airports with paved runways. To conclude the lesson, Savannah led class discussion on the similarities and differences students had found between the two economies. During the end of student teaching interview, Savannah explained that her collaborate teacher had asked her to plan and teach this lesson. She acknowledged that it took her many hours to plan the activities and search related instructional resources to put the lesson together since teaching economics is her "weakest area." Then she emphasized that she was glad to be able to teach the lesson because "this is so important to prepare students for the global economy." She commented: "I look around my house, there are so many things were made in Asia. I want to know more about the region and hopefully will be better prepared to help students learn about it."



Selecting Instructional Resources

The African American teacher candidate in this study assembled a range of print and digital resources to facilitate teaching and learning about Asia. The official textbook adopted by the school district and used in Savannah's class is *World Cultures and Geography* published by McDougal Littell Company. In her opinion, the content of the textbook does not align very well with the state curriculum standards. Its coverage of Asia is brief and does not provide the sufficient depth required to provide meaningful learning experiences for students. Therefore, Savannah relied on multiple sources, such as digital maps, charts (mainly from www.worldatlas.com), the online version of CIA world factbook, the artifacts such as a Sari and an Abayah to supplement textbooks to improve students' understanding of Asia. She also used nonfiction literature such as [A Typical Morning in New Delhi](#) to help student's learning about the ordinary lives of India.

Preparedness for Teaching Asia

In reflecting upon her experiences in teacher education program which include taking social sciences content courses, middle school social studies curriculum and instruction course, teaching methods and materials course, and two semesters of clinical experiences in a real middle school classroom, Savannah felt overall she was prepared for teaching Asia but wish she had more knowledge of more recent development of Asia, particularly in relation to the region's economic changes and development.

During my observation of her teaching, Savannah also seemed to be more at ease in teaching the historical aspect of Asia. For example, in teaching the unit on India, she followed her collaborating teacher's guide and used the following essential questions to organize her instruction: What impact did Arabs have on India? What impact did the Mughal Empire have on India? What impact did the British have on India? Who was Mohandas Gandhi and why is he important to India and to the world? How did India gain independence? Why was Pakistan established? What is India like today? Following a clear chronological order, Savannah highlighted the major events that had shaped the history of the country. In contrast, she was much more nervous and less organized when explaining factors that influence economic growth in contemporary India and China.

A closer examination of Savannah's program of study indicates that she was required to take four courses or 2 credit hour social sciences courses from the general education curriculum which includes American Government, Global Economics, Introduction to World History, America to 1890, and five courses or 15 credit hour courses in social studies content area: America Since 1890, World Regional Geography, History of Georgia, and two 3000 level history or geography electives from the approved list. The two electives Savannah took to fulfill her program requirements were Western Africa and The Middle East since 1800. During interview for this study, she commented how much she liked the course on the Middle East:

The professor went beyond giving factual information about the past. He helped my classmates and me to evaluate history, observe changes within it, and most importantly learn from it. He urged us to read newspapers, and utilize the Internet to do research. His passion for the subject was astounding. As an educator, I must maintain an attitude similar to this professor. My decision to teach Social Studies follows from his influence on me. I like that class also because one of my friends in that class is from Iran. I was always able to ask her views about that region. I want to instill my love for the subject to my students.

Though Savannah was very enthusiastic about the history class on Middle East, her lack of academic courses clearly identified as Asian studies, particularly in relation to Southern and Eastern Asia might help to explain her sometimes uneasiness in planning and teaching content on India, China, and Korea. These findings are consistent with the results from the 1999 national teacher survey, which found that “ninety-five percent of teachers do not have adequate background to teach about Asia, despite its being specified in the social studies frameworks in most states” (Asia Society, 2001, p.29).

Conclusions and Implications

Teacher education researchers have argued for the necessity of a culturally diverse teaching profession to support the learning of an increasingly diverse cultural and linguistic student population who come to school with a range of experiences and abilities (Dillard, 1994; Hillard, 1991; Nieto, 2000). The recruitment and retention of minority students in teacher education programs has received the attention of schools of education nationwide. Only recently researchers have looked to the experiences and perspectives of minorities in teacher education programs (Frank, 2003; Nieto, 2000; Tellez, 1999). These studies focus on how the cultural identity of minority teacher education candidates impacts their experiences, perceptions of teaching issues, and their decisions to enter the teaching profession. This study contributes to this growing body of research characterizing minority teacher beliefs and experiences, specifically prospective teacher beliefs about teaching and learning about Asia in the era of globalization.

Although much has been written on the economic, political, and cultural interconnectedness between the United States and Asia in the wake of globalization, very little research exists that examines how Asia is taught in American public school classrooms and what kinds of knowledge and perceptions of Asians and Asian cultures are shared and produced by the curriculum about Asia. Although the findings of this study are not generalizable due to its unique case study research design, by addressing this unexplored topic through in-depth analysis of one teacher candidate's teaching practices and reflections, I hope this article helps to shed light on how Asia is constructed and presented to the increasingly diverse groups of youth in the The American South.



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