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How do schools protect young people and call on the youngest citizens to respond to violent conflict and division operating outside, and sometimes within, school walls? What kinds of curricular representations of conflict contribute to the construction of national identity, and what kinds of encounters challenge presumed boundaries between us and them? Through contemporary and historical case studies—drawn from Cambodia, Egypt, Northern Ireland, Peru, and Rwanda, among others—this collection explores how societies experiencing armed conflict and its aftermath imagine education as a space for forging collective identity, peace and stability, and national citizenship. In some contexts, the erasure of conflict and the homogenization of difference are central to shaping national identities and attitudes. In other cases, collective memory

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of conflict functions as a central organizing frame through which citizenship and national identity are (re)constructed, with embedded messages about who belongs and how social belonging is achieved. The essays in this volume illuminate varied and complex inter-relationships between education, conflict, and national identity, while accounting for ways in which policymakers, teachers, youth, and community members replicate, resist, and transform conflict through everyday interactions in educational spaces.

In October 2005 a conference honoring the contributions of Sinclair Lewis to Midwest and American culture and celebrating the friendship between Sinclair Lewis and Ida K. Compton was held at

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St. Cloud State University in St. Cloud, Minnesota. Sinclair Lewis would no doubt have been flattered, and perhaps a bit surprised by the breadth of this conference in his honor. The fact that scholars, writers, students and readers gathered to discuss his work and its broader influence would have pleased him. He would have learned that readers still found stimulus for serious thought in his writing, and that his works can serve as a springboard to discussion of today's societal issues, some of which might surprise him considerably. The papers selected from the conference entitled *The American Village in a Global Setting* consider elements of Lewis' world through today's lens. In Part I, his version of community is compared to that documented in other ways, including architecture and television. Scholars address issues such as anti-Semitism, theocratic communities, the Irish, and outdoor life. In Part II, the

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concept of community is expanded to the visions of other authors including his contemporaries, such as Martha Ostenso, Josephine Donovan, and Willa Cather, as well as more recent writers. In Part III, today's social and cultural issues in America are addressed, expressing the global and interdisciplinary intent of the conference. And, last, Part IV continues the global theme, addressing international communities and pedagogical philosophies through film and literature.

Substantial research has been put forth calling for the field of social studies education to engage in work dealing with the influence of race and racism within education and society (Branch, 2003; Chandler, 2015; Chandler & Hawley, 2017; Husband, 2010; King & Chandler, 2016; Ladson-Billings, 2003; Ooka Pang, Rivera &

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Gillette, 1998). Previous contributions have examined the presence and influence of race/ism within the field of social studies teaching and research (e.g. Chandler, 2015, Chandler & Hawley, 2017; Ladson-Billings, 2003; Woyshner & Bohan, 2012). In order to challenge the presence of racism within social studies, research must attend to the control that whiteness and white supremacy maintain within the field. This edited volume builds from these previous works to take on whiteness and white supremacy directly in social studies education. In *Marking the “Invisible”*, editors assemble original contributions from scholars working to expose whiteness and disrupt white supremacy in the field of social studies education. We argue for an articulation of whiteness within the field of social studies education in pursuit of directly challenging its influences on teaching, learning, and research. Across 27 chapters,

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authors call out the strategies deployed by white supremacy and acknowledge the depths by which it is used to control, manipulate, confine, and define identities, communities, citizenships, and historical narratives. This edited volume promotes the reshaping of social studies education to: support the histories, experiences, and lives of Students and Teachers of Color, challenge settler colonialism and color-evasiveness, develop racial literacy, and promote justice-oriented teaching and learning. Praise for *Marking the “Invisible”* "As the theorization of race and racism continues to gain traction in social studies education, this volume offers a much-needed foundational grounding for the field. From the foreword to the epilogue, *Marking the “Invisible”* foregrounds conversations of whiteness in notions of supremacy, dominance, and rage. The chapters offer an opportunity for social studies educators to position

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critical theories of race such as critical race theory, intersectionality, and settler colonialism at the forefront of critical examinations of whiteness. Any social studies educator -researcher concerned with the theorization or teaching of race should engage with this text in their work." Christopher L. Busey, University of Florida

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