

From the Editor:

How influential is a teacher's opinion about a controversial topic for students? Do teachers' political, ideological, or cultural biases inevitably lead to students' biases? In the first article of this issue, **Keisuke Iwasaki** (Kagoshima University), **Don C. Murray** (Oklahoma State University), and **Toshinori Kuwabara** (Okayama University) demonstrate that teachers' opinions may have a limited influence on student opinions and should be considered with factors such as pedagogical choice of teaching materials and methods. Their study found that when students are engaged in learning about controversial issues, they are impacted by the teacher in various ways, irrespective of whether their teacher expresses their opinion or not.

Elise Langan (Bronx Community College, City University of New York) and **Cathlin Goulding** (Hunter College, City University of New York) were motivated by the need to expand 9/11's representation in the social studies curriculum when they worked on their study *The Role of Museum-Based Education in Creating 9/11 Curriculum*. In this study, they drew attention to place-based professional development, which utilizes local spaces to provide teachers with authentic encounters with artifacts, narratives, and texts. The authors indicated that in order to improve history education, there needs to be far more emphasis on museum education and on the 9/11 attacks in the middle and secondary curriculum.

The Model United Nations (MUN) that started in Morocco more than 15 years ago, has grown into an effective teaching tool on both college and high school levels. The essay *Towards Evaluating the Model United Nations as Teaching Tool in Morocco* by **Jack V. Kalpakian** (Al Akhawayn University in Ifrane, Morocco) presents an analysis of historical and pedagogical development of MUN in Morocco. Despite the success of the program, there is a concern that within a Moroccan context, this activity privileges Western approaches over Moroccan, Islamic, and North African perspectives. The author suggested that adding Model Arab League and Model African Union events to the Model United Nations conference may make the experience more relevant.

How do we prepare young people as global citizens of an increasingly complex and unpredictable world? How do we educate those who will shape future international relations? **Deanna Kuhn** (Teachers College, Columbia University) in the second essay in this volume *The Future of U.S.-China Relations Lies With a New Generation* describes a series of rotating electronic dialogs between American and Chinese teens. The young participants and their families in both countries were extremely enthusiastic about this opportunity. The message of the essay is simple: The unknown is often not difficult to make known and familiar. In this issue, you can also read about

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a new book by Richard Haass *The bill of obligations: The ten habits of good citizens* reviewed by **Evan Saperstein** (William Paterson University).

I would like to use the opportunity and introduce a new editor of *Journal of International Social Studies*, **Dr. Natalie Keefer**, Associate Professor of Social Studies Education from the University of Louisiana. Dr. Keefer is a Board Member of the NCSS International Assembly, she has extensive first-hand experience in journal editing. I am sure that under her management, the journal will continue to be an important platform for international social studies scholars and practitioners. Bon voyage, Natalie 😊!

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