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Curriculum and Instruction

NEGOTIATING THEIR HORIZONS: PRESERVICE ENGLISH/LANGUAGE ARTS  
TEACHERS IN URBAN PUBLIC SCHOOLS (220 pp.)

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This qualitative hermeneutic study examined the lived experiences of 5 preservice secondary English/language arts teachers. It specifically examined their negotiation of an early urban field placement and their reflections upon the general methodology course in which it was embedded. The course was designed to facilitate their understanding of Henderson's (2001) teaching for democratic living through 3S understanding. The study employed an adaptation of Pinar's (1976) method of *currere* to scaffold their reflection. The study examines the origins of the participants' pre-understandings of urban public schools, as well as their considerations of them after leaving the field. Incorporated in to the participants' *currere* narratives are also their reflections on Henderson's teaching for democratic living and Pinar's *currere*.