

Presentation

This issue of *Sociological Teaching* brings together a series of contributions that explore the challenges, practices, and innovations involved in teaching Sociology in both Latin American and global contexts. The articles featured here foreground the role of the school as a contested space for knowledge production, civic formation, and the negotiation of disciplinary boundaries. Through empirical research, reflective essays, and critical dialogues, the authors offer valuable insights into how Sociology is taught, learned, and reimaged in classrooms, teacher education programs, and curriculum design.

We begin with the article “Sometimes, Learning Requires More Attention and Less Intention: Possibilities and Limits of Teacher Training in Sociology” by Bernardo Caprara, professor of Sociology at the Federal University of Rio Grande do Sul. In this thought-provoking piece, Caprara explores both the epistemological and practical dimensions of preparing educators to teach sociological content in schools. Drawing on formative experiences from pedagogical residency programs in Brazil, he examines how prospective teachers engage with sociological knowledge not only through structured instruction, but also through affective, unexpected, and reflective encounters within the school environment. The article makes a significant contribution to the expanding field of teacher education, arguing that learning to teach Sociology extends beyond content mastery—it also demands openness to uncertainty, meaningful dialogue, and the lived experiences of both students and teachers.

Next, we present a book review by Beatriz Amorim, a Master’s student in Sociology at the University of Brasília, of *Teaching and Learning Sociology in Brazilian Schools*, written by Cristiano Bodart, professor at the Federal University of Alagoas. This volume, published in Portuguese in 2023, gathers a wide range of experiences, research, and reflections on how Sociology is taught in Brazil’s Basic Education system. The review highlights how the book addresses not only pedagogical strategies but also the institutional and political dimensions of the

discipline. Key themes include the effects of curriculum reform, the role of textbooks, teacher training programs, and the challenges posed by educational policies that often marginalize the social sciences. The review underscores the book's contribution to the construction of a collective memory around the teaching of Sociology in Brazil—a project that is at once academic and activist in nature.

Finally, we present an interview with Argentine sociologist and educator Isabelino Siede, titled “Enseñar Sociología en Argentina: una entrevista con Isabelino Siede.” The interview was conducted by Marcelo Cigales, professor in the Department of Sociology at the University of Brasília, and later transcribed by Maria Eduarda Barboza, a Social Sciences student at the same institution. In this conversation, Siede reflects on decades of experience teaching and studying school Sociology in Argentina. He discusses the historical development of the discipline in secondary education, the tensions between normative expectations and pedagogical possibilities, and the specific challenges of teaching Sociology in a context marked by educational inequalities and political contestation. The interview serves as both a critical and personal testimony to how teaching Sociology can be a political and epistemic act - deeply rooted in national traditions, yet open to international dialogue.

Together, these three contributions deepen our understanding of how Sociology is taught and learned in Latin American contexts, and how these practices are embedded in broader political, cultural, and institutional dynamics. They also invite comparative dialogue with teaching experiences from other regions, reminding us that pedagogical innovation often emerges from local struggles, creative resistance, and the ongoing effort to make Sociology meaningful to students' lives.

We hope that readers of *Sociological Teaching* will find in this issue not only valuable empirical insights but also inspiration for their own pedagogical practices, research agendas, and collaborative projects. As always, we welcome contributions from scholars, teachers, and students engaged in the collective task of renewing and defending the teaching of Sociology worldwide..

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