About the Journal

*The Iowa Journal for the Social Studies* is a peer-reviewed, electronic journal that provides an outlet for research, best practices, curriculum work, and media reviews in social studies education.

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**Audience**

Each issue of *The Iowa Journal for the Social Studies* will include work relevant to social studies researchers and educators in K-12 and higher education.

**Proposed Call for Manuscripts—Volume 30, Issue 1**

The editors of *The Iowa Journal for the Social Studies*, a peer-reviewed electronic journal, issue a call to submit manuscripts for the third issue. We are especially interested in manuscripts that feature research, conceptual and theoretical work, curriculum and lesson plans that have been implemented in the K-16 classroom, and media reviews.

**Special Call:**

In 2017, Bohan’s chapter in the *Wiley Handbook of Social Studies Research* presented a bleak analysis of the state of gender and feminist scholarship in social studies research. After reviewing scholarship, teachers and teacher education, student populations, curriculum and instruction, standards and assessment, media and technology, global contexts, education leaders, and research on males and masculinities, it was concluded that gender and feminism needs more research. Although the field has grown, Bohan argues that “more research needs to be conducted, however, especially in the area of the intersection of gender, social studies education, and standards and testing, technology, and masculinities” (p. 246).
Guest editors Carolyn A. Weber and Heather N. Hagan are seeking articles that focus on the intersection of gender and social studies education. Curriculum and standards analysis is sparse, but has shown that the representation of women is inequitable. For example, Engebretson (2014) concluded that giving women unequal representation in the NCSS standards leads to the “perception that women are not valued as historical actors and are not given equal status with their male counterparts” (p. 31). Research has also demonstrated that women are underrepresented in textbooks (Chick, 2006) and that children’s literature about women include historical misrepresentations (Bickford & Rich 2014). These studies beg the question of how and when women are represented in our PK-12 classrooms? Who is being taught and is it through teacher-created materials or standardized curriculum? In addition to exploring these questions, authors are encouraged to share their own lesson plans and materials that teach about women and gender in social studies.

Authors are encouraged to draw upon recent literature in the field and/or propose lesson plans that reflect current and effective practices in the social studies with a specific focus on gender. CFP posted: June 2021

Submissions due by: September 1, 2021

Submissions sent out for review: Upon receipt-September 1, 2021

Reviews returned: October 1, 2021

Author revisions submitted: November 1, 2021

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Please send submissions to: carolyn.weber@uni.edu

Guest Editor: Dr. Carolyn Weber - University of Northern Iowa and Dr. Heather Hagan - Coastal Carolina University

References

