Special Call for Papers, Winter 2023:

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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.

https://iowasocialstudies.org/https/iowajournalforthesocialstudies.weebly.com

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 31, 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: Connecting Asian + Asian American Histories in Social Studies

The guest editors are seeking articles that focus on pushing social studies to include more robust Asian and Asian American history and experiences in social studies classroom teaching. Often, Asians and Asian Americans are treated as different communities with wildly different
levels of support at all education levels. Additionally, as a panethnic community, Asians and Asian Americans are often not afforded the targeted support or visibility that reflects the diversity of the community.\footnote{The Guest Editors Extend their thanks to Dr. Jane Lo (Michigan State University) for her contributions and support in crafting this call.}

An (2017, 2020), describes both a curriculum of violence against Asian Americans and the omissions/absences of our panethnic community in Social Studies teaching and curriculum (Cridland-Hughes & King, 2015; Espiritu, 1992). At the same time, in a political moment in which a ‘trade war’ with the People’s Republic of China has significantly impacted the Midwest’s economy, this has also had impacts on Asian and Asian American communities in the U.S. Midwest, even 40 years after the brutal murder of Vincent Chin.

Additionally, the U.S. Midwest being home to the fastest growing population of Asian and Asian American folx, there needs to be greater consideration of how Midwestern social studies educators can fight back against anti-Asian racism and xenophobia in solidarity with Black-led activism for racial justice. Liu (2020) writes that “Asianness, too, is a marked body that holds the white projection of racial Othering” (p. 13).

In this special issue, we invite teachers and researchers to consider how social studies teachers can be part of the “demystification,” nuancing, and teaching of Asian and Asian American experiences as a transnational project of teaching social studies and social justice.

Especially given how ‘ethnic studies’ content can be considered a specialization and relegated to niches in teacher preparation, we are also interested in articles that are, themselves, teaching manuscripts that share experiences, stories, or can fill important gaps in teacher knowledge. We suggest lessons manuscripts that describe topics in which children in an American context experience units/lessons on significant events that connect across histories, rather than centering or adding marginally to euro-centric histories. We Also encourage manuscripts which pull these histories into conversation with one another or focus on specific events that are not typically or widely known/taught in social studies spaces and other voices commonly excluded or lumped in with dominant communities within the APIDA/A panethnic community.

Research has grown substantially on Asian Americans in social studies since An’s (2017) piece five years ago. But her question remains: “how can we explain this half-century-long underrepresentation and misrepresentation of Asian Americans in US history curricula?” (p. 132). We wonder how we can explain a similar historical pattern in the teaching of Asian history in social studies.

We invite researchers and researcher-practitioners to consider the following questions:

- What are some ways social studies teachers have sought to disrupt the underrepresentation/absence/omission/erasure/exotification of Asian and Asian American experiences in social studies? How can we connect these histories in social studies teaching?
- How does orientalism (Said, 1979) persist in social studies, especially world history, teaching? What colonial logics or ideologies persist, and how can they be disrupted in social studies teaching?
- To what extent is there utility (or not) in maintaining the pan-Asian (panethnic framework) when referring to newcomer and diaspora communities with origins in Asia?
What are some ways in which social studies teacher education and preparation can be supported to be more structurally antiracist and be more attentive to the unique needs/histories of individual communities?

What are ways in which solidarity and coalition can be further portrayed in social studies teaching?

Noting the lack of teaching about Asian and Asian American histories, culture, and peoples in classrooms across the nation, this issue aims to provide practitioners with ideas of how to better incorporate Asian and Asian American histories and experiences into the classroom. We invite practitioners in particular to consider the following questions:

- How do social studies teachers teach students about Asians and Asian America in social studies education?
- How do social studies teachers provide teachers with the training or professional developments to teach about Asians and Asian America?
- How can personal narratives and experiences support the learning about Asians and Asian America in social studies classrooms?

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.

**CFP posted:** June 2022  
**Submissions due by:** September 1, 2022  
**Submissions sent out for review:** Upon receipt-September 1, 2022  
**Reviews returned:** October 15, 2022  
**Author revisions submitted:** November 15, 2022  
**Publication:** Winter 2023

Please send submissions to: chongkyl@msu.edu

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