

[***Iowa Journal for the Social Studies***](https://iowasocialstudies.org/https/iowajournalforthesocialstudies.weebly.com)

**Special Call for Papers, Summer 2024**

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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. Each issue of [*The Iowa Journal for the Social Studies*](https://iowasocialstudies.org/https/iowajournalforthesocialstudies.weebly.com) will include work relevant to social studies researchers and educators in K-12 and higher education.

**Volume 32, Issue 2 Special Call for Manuscripts:**

**Divisive Legislation and Anti-Oppressive Elementary Social Studies**

The editors of the *Iowa Journal for the Social Studies*, a peer-reviewed electronic journal, issue a call to submit manuscripts for a special issue on Divisive Legislation and Anti-Oppressive Elementary Social Studies.

In this issue, we consider how teachers and teacher educators are responding to legislation about divisive concepts that impact elementary social studies from a theoretical, curricular, or experiential perspective, as well as the impact of the legislation in concert with teacher responses on the state of elementary social studies. In line with these goals, we invite manuscripts that engage with the following ideas: 1) Emotional responses to national movements driven by fear, 2) Maintaining space for social studies in spite of ongoing and renewed marginalization, and 3) How anti-oppressive social studies can continue to exist in this climate (more guidance offered on these topics on page 2).

Particularly, we seek empirical research along with works that push the conceptual frameworks as well as lesson plans and activities in the elementary classroom that respond to these legislations. We are 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. In all submissions, we ask authors to frame their research through a critical lens and to think deeply about theory in relation to the call.

**CFP posted**: February 1, 2024

**Submissions due by**: March 15, 2024

**Submissions sent out for review**: Upon receipt

**Reviews returned**: By April 15, 2024

**Author revisions submitted**: May 15, 2024

**Publication**: June 15, 2024

**Please send submissions to:** Amy Allen, [allenamy@vt.edu](mailto:allenamy@vt.edu)

1. **Emotional responses to national movements driven by fear**

In-service and pre-service teachers, parents, administrators, and university instructors are currently challenged to grapple with the affective impact of the divisive legislation aimed at public education and elementary social studies. We refer to affect as “the forces (intensities, energies, flows, etc.) that register on/with-in/across bodies to produce and shape personal/emotional experiences. In other words, affect is not what you feel, as much as it is an event that forces you *to be(come) affected*, *to feel some-thing*” (Shaviro, 2010, p. 5). This definition allows for the possibility that impact is made not only to someone but provides a space for agency in response and addresses “the ways that affective encounters have the potential to, at any given moment, move us forward ↔ keep us stuck, mark our belonging ↔ non-belonging to social worlds, and attune us to the promise ↔ threat of each relational encounter: the “‘more-than,’ the ‘other-than,’ the different-than’” (Seigworth, 2017, p. ii; see also Dernikos, 2018; Niccolini, 2016; Stewart, 2007). In this call, we want to explore affective encounters with this legislation across the US, in and out of the classroom, in settings that impact elementary social studies.

1. **Maintaining space for social studies in spite of ongoing and renewed marginalization**

Barriers such as real or imagined time pressure, often due to teacher perception of overloaded curricula or the pressures of high-stakes testing, have led to the continued marginalization of social studies for decades (Fitchett & Heafner, 2010; Gibbs, 2019; Houser, 1995; Lintner, 2006). However, in more recent years, there has been a sharp increase in the number of teachers who avoid teaching social studies due to fear of retribution from parents, the school district, or even federal stakeholders (Dunn et al., 2019; Ravitch, 2016) or potential threats to their social, professional, or personal security (Dunn et al., 2019; Engebretson, 2018; Gibbs, 2019). These perceived threats have begun to be realized in and following the Trump era. In 2016, two teachers were put on leave after speaking out against then-President-Elect Trump (Branson-Potts, 2016). Two years ago, the Washington Post reported 160+ teachers lost their positions due to political debates (Nanaston & Balingit, 2022), and last year, a professor at Palm Beach Atlantic University was fired for teaching a racial justice unit after two decades on staff (Sachs, 2023). These are just a few of many examples across the nation. Because there is a real possibility of job loss as an increased number of teachers’ curricular and pedagogic decisions are monitored and policed (Dunn et al., 2019), teacher agency and autonomy, as well as teacher capacity and desire to teach social studies, are limited by fear. Ultimately, we posit, this fear leads to the further marginalization of elementary social studies. In this issue, we are interested in hearing about observed negative impacts on the space allotted for elementary social studies in the classroom in response to divisive concept bills as well as ways teachers and teacher educators are pushing back against this fear to protect the field and move forward with an anti-oppressive approach to teaching social studies.

1. **How anti-oppressive social studies can continue to exist in this climate**

Anti-oppressive social studies is a learning framework that addresses social studies content using a counter-narrative and non-indoctrination instructional approach. With that in mind, anti-oppressive social studies “draws our attention to long-standing structures and systems within which people learn and enact prejudices that reproduce unjust power relations” (Rodriguez & Swalwell, 2022, p. 26). Because oppression still exists in many forms around the globe and extends beyond human life, we are interested in ways social studies IS being taught in today’s classrooms that address various types of oppression and the struggles against it. All of the social studies disciplines - history, geography, civics, economics - can be taught in an anti-oppressive manner that allows children to critique systems of power, think critically, and engage in their own learning. Research and practitioner manuscripts focused on classroom practices, curriculum, children’s literature, referencing primary and secondary sources, and the like are welcome.

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