

CALL FOR CHAPTER PROPOSALS
Proposal Submissions Due: March 31

“Rethinking Social Studies Teacher Education for Twenty-First Century Citizenship”

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Below is an outline of the book. We foresee the book containing 3-5 chapters per section. Please submit your proposals to one of the five sections. Also, if your proposal is accepted, we expect chapter authors to review and give feedback on 1-2 other chapters within the text.

Section 1: Rethinking Social Studies Teacher Education Curriculum

In this section, authors will discuss new ways to interpret and design the curriculum of social studies teacher education. Questions of visions, purposes, and rationales will be discussed. Moreover, each author in this section will address how we work within the current structures of teacher education to revise and recreate the curriculum of social studies teacher education. Chapters could include:

- Conceptual descriptions of distinct epistemological rationales for the social studies teacher education curriculum (i.e., a social studies teacher education program grounded in critical theory, critical race theory, democracy, or queer theory).
- Examples of program-wide reforms that have been able to move the curriculum of social studies teacher education toward the knowledge, skills, and values necessary for twenty-first century citizenship.

Section 2: Rethinking Campus Relationships

In this section, authors will examine different ways in which social studies teacher educators can reimagine the relationship between the conceptual and physical spaces on campus where social studies teachers are prepared. Chapters in this section could include:

- Innovations in rethinking the relationship between social studies teacher education coursework and social studies content area coursework (e.g. History, Geography, Political Science courses; unique collaborations between disciplinary departments and social studies education programs).
- Innovations in incorporating social studies education and cohering with the rest of teacher education.
- Innovations in conducting and/or supporting social studies teacher education using web-based technology or social media.

Section 3: Rethinking School Connections

In this section, authors will explore different ways in which the relationship between social studies teacher education and social studies P-12 classrooms can be reimaged to advance both P-12 student learning and pre-service teacher learning. Authors proposing for this section could explore:

- How reciprocal school-university relationships can advance social studies teacher education.
- Descriptions and/or research of social studies teacher education programs that work with other aspects of P-12 schools (e.g., after school programs, school projects, tutoring, advocacy clubs) to cultivate certain dispositions in pre-service social studies teachers.

- Ways in which P-12 social studies classrooms are helping social studies teacher educators reimagine/reinvent their pedagogy.

Section 4: Rethinking Community Investments

Given that fashioning an understanding of society as well as civic engagement are fundamental charges in social studies education, exploring how social studies teacher education connects pre-service teachers with the communities they will ultimately serve requires attention. For this section, authors could address:

- How innovative methods and techniques in the social studies teacher education classroom such as service learning, community walks, and photography can foster pre-service teachers' understandings of local communities.
- Cultivating an awareness of critical social issues within the communities that teacher education programs serve (e.g., issues around poverty, hunger, homelessness).
- Expanding our understanding of community from local to global.

Section 5: Rethinking Research and Policy

An essential component of rethinking social studies teacher education is exploring new and different research methods and developing a theoretical and conceptual knowledge base regarding the effective dimensions of social studies pre-service teacher learning. Moreover, in order for social studies education to continue to establish its relevance to educational policymakers, more successful efforts will be needed to address the juxtaposition of research, policy, and social studies (teacher) education. Authors proposing for this section could focus on topics such as:

- The potential of practitioner inquiry to surface enactments of innovative and powerful pedagogy in social studies teacher education.
- The possibilities of better understanding social studies teacher education through quantitative research design.
- The theoretical, conceptual, and practical contributions of critical research paradigms to social studies teacher education.
- The missing voice of social studies teacher education in the teacher education policy conversation.

Proposals

There are no restrictions as to the type of chapter you may submit. We envision a completed text that includes various types of chapters such as, but not limited to: program descriptions, theoretical frameworks, and a diverse range of research studies. Ultimately, chapters should be able to speak to a diverse audience of social studies teacher educators and other teacher educators interested in the design and potential re-design of their programs. What we believe will set this book apart is three-fold: (1) the rich description and discussion of different possibilities for social studies teacher preparation; (2) insight into the processes, challenges, and nuances of re-envisioning a social studies teacher education course/program; and (3) a targeted conversation among practitioners about what social studies teachers ought to know and be able to do in a global and interconnected society.

Those interested in contributing to the book should submit a 1,000-word proposal to both editors (contact information below) by **March 31, 2014**. In constructing your proposal, please attend to the latest edition of the APA style manual. Proposals should be submitted in Microsoft Word format. Authors will be notified by **April 15, 2014**.

The proposal should include a proposed title for the chapter, a description of the chapter to be written (e.g., the argument being posed, details of a study), a clear organizational structure for the manuscript, and key references. For chapters based on ongoing research, studies do not have to be completed at the

time of proposal. However, it should be clear in the proposal that the study is well on its way to completion. The work should be original and not published elsewhere. References do not count towards the 1,000-word limit.

Completed Chapters

Completed chapters are due to the editors by **August 15, 2014**. Peer reviews will be completed after August 15th and final edited versions will be due back from authors on **November 15, 2014**. Final chapters will be between 6,000 and 8,000 words including references, or about 20-27 double-spaced typed manuscript pages.

Timeline

- * Proposals from authors: March 31
- * Decisions returned to authors: April 15
- * Completed chapters: August 15
- * Peer Review of Chapters Completed: September 30
- * Review of chapters returned to authors: October 15
- * Final submission due: November 15
- * Book Publication in 2015

If you have any questions, please feel free to contact the editors:

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