

Call for Chapter Proposals

Working Title: *Social Studies in the Wake of Covid-19*

Edited by Wayne Journell

For the Social Studies Research and Practice Series
Teachers College Press

The Covid-19 pandemic has brought the world to its knees like no other event in recent memory. Right now, as the vast majority of the U.S. population remains under some stage of quarantine, the immediate focus is on how this crisis will end and when we can feel some sense of normalcy again. With K-12 schools and colleges/universities across the United States closed, likely for the rest of the academic year and potentially into the fall, it is hard for us as educators not to be drawn into the concerns of the here and now, such as when schools/universities will reopen and the viability of remote instruction.

This proposed book, however, asks us to think ahead to when Covid-19 ceases to disrupt everyday life, to when football stadiums and concert halls are back to being packed and classrooms are full of mask-less students. What will the social studies curriculum look like then? Will it remain largely unchanged, like after the 2008 Great Recession, despite the enormity of the crisis? Will there be a turn inward to a more nationalistic, patriotic narrative, similar to what occurred after the attacks of September 11, 2001? Or will the Covid-19 crisis be the catalyst that pushes the social studies curriculum toward a more critical examination of U.S. society?

This book will argue that we should take the latter path. Covid-19 has laid bare systemic inequalities within all aspects of U.S. society, as well as limitations to neoliberal economic policies and the American democratic system, that the K-12 social studies curriculum too often whitewashes or ignores. This book is a thought experiment about how we can use the Covid-19 crisis to rethink longstanding approaches to teaching and learning within social studies classrooms.

The book will be comprised of two sections, which I expand upon below. The first will focus on the teaching of Covid-19, both as a controversial issue and as “first draft history” (Stoddard et al., 2011). The second will focus on how Covid-19 should make us take a critical look at how we teach social studies moving forward.

Proposals should be around 500-750 words, identify the section and specific topic you are addressing, and explain your proposed argument. While this book will be scholarly in nature, the chapters will be written in a straightforward manner that is easily accessible to practitioners, so proposals should be constructed in a similar fashion. **Proposals should be emailed to awjourn@uncg.edu by 11:59pm on Friday June 5th.** Final chapters will likely be in the neighborhood of 5,000 words, and an anticipated timeline of due dates follows at the end of this proposal.

Potential Chapter Topics

On the next page, I outline potential chapters that I envision seeing in each section. Your proposal can address one of these topics, or you may submit a proposal that addresses a topic not listed if you believe it fits within one of the two sections.

Section One: Teaching About the Covid-19 Pandemic

- Putting Covid-19 in a historical context (e.g., the 1918-1919 flu pandemic; other pandemics/epidemics, such as AIDS; other types of disasters that caused widespread closing of schools/economies)
- Teaching Covid-19/pandemic response as a controversial issue
- Teaching Covid-19 as a recent historical event (interest in chapters exploring this topic at both the secondary and elementary levels)
- Potential cross curricular approaches to teaching about Covid-19/pandemics

Section Two: Covid-19 and a Critical Examination of the Social Studies Curriculum

- Reevaluating the concept of “citizen” (e.g., national vs global emphasis)
- Exposing the limits of capitalism/neoliberalism
- Illuminating systemic inequalities, particularly with respect to race and class
- Reevaluating the idea of American exceptionalism
- Exploring the fragile nature of American democracy (e.g., pandemic used as a means of voter suppression, opposition to alternatives to face-to-face voting)
- Reevaluating the role of government in American life
- Reevaluating the benefits/limitations of federalism/states’ rights
- Exploring the relationship between facts and ideology in governmental policy
- Reexamining the relationship between public safety and personal freedom/privacy
- Critically examining the role of media and misinformation in society

Tentative Timeline

June 5, 2020—Chapter proposals due

July 1, 2020—Decisions on proposals made; formal book proposal submitted to Teachers College Press

December 15, 2020—Full chapters due