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*The  
History Teacher*

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## Call for Submissions: Teaching for/about Social Justice

The pandemic and the Black Lives Matter movement have cast a spotlight on inequalities in educational opportunities in the United States. *The History Teacher*, a peer-reviewed journal that covers history pedagogy and the history of education, seeks submissions for a special issue that examine the challenges and successes of teaching history/social science for and about issues of social justice and democratic citizenship in classrooms at all levels (elementary, secondary, community college, four-year universities, graduate, and pre- and in-service teacher education).

Relevant submissions might address the following topics:

- How can K-12 teachers address controversial topics? How can teacher preparation programs prepare pre-service teachers to navigate controversial classroom topics during moments of political polarization?
- What methods and materials have instructors used to incorporate culturally responsive pedagogy and disciplinary thinking and to create critical students of history?
- How have instructors made history relevant to students' identities and lived experiences?
- What kinds of inquiry-based strategies have K-16 instructors used to foster ideals of democratic citizenship? How have K-16 instructors provided students with skills to take effective action within personal, social, and political contexts?
- What methods and materials have instructors used to incorporate histories of race, gender & sexuality, class, and disabilities to make K-16 classrooms more inclusive in teaching both national and world histories? How have instructors sought to explore complex identities of a range of peoples in the United States and the world?
- What teaching methods have instructors used to support and promote historical thinking in K-16 classrooms in underserved communities? What methods have proved successful for teaching English Language Learners?
- How have educational institutions and systems historically reproduced social inequalities? To what extent have educational institutions and systems historically inspired efforts to address social issues?

*The History Teacher* is looking for articles that speak to these and related questions. Prospective authors may direct inquiries to editor Jane Dabel ([jane.dabel@csulb.edu](mailto:jane.dabel@csulb.edu)).

This special issue will be published with funding from the American Historical Association's Grants to Sustain and Advance the Work of Historical Organizations Program.

**Deadline for manuscripts: January 31, 2023.**

### About *The History Teacher*

*The History Teacher* serves history educators in primary-, secondary-, and post-secondary classrooms interested in pedagogy. It aims to facilitate conversations about history education among teachers working in K-16 classrooms as well as museums and public history. To provide some context for the journal's impact, in 2019, the journal had nearly 250,000 digital views or downloads via JSTOR alone. Since 2013, half of the recipients of the American Historical Association's William and Edwyna Gilbert Award—given to authors whose articles make an outstanding contribution to the teaching of history—have been published in *THT*.