

**Call for Manuscripts for Themed Issue
of *Teacher Education Quarterly*
on Social Studies Teacher Education:
Dare We Teach Democracy?**

Guest Editors: *E. Wayne Ross*, Professor, Department of Curriculum Studies, University of British Columbia, Vancouver, BC, V6T 1Z4, phone: 604.822.2830; email: wayne.ross@ubc.ca and *Perry M. Marker*, Professor and Chair, Department of Curriculum Studies and Secondary Education, Sonoma State University, Rohnert Park California, 94928, phone: 707.664.4203; email: perry.marker@sonoma.edu

This themed issue of *Teacher Education Quarterly* will focus on the status of social studies teacher education in an era of its declining curricular importance and amidst issues such as accountability, standardization of the curriculum, the current neo-conservative agenda, issues related to social justice, and teaching and learning for a democratic society. The guest editors seek manuscripts dealing with research, practice, and policy related to this theme. Empirical and theoretical manuscripts are encouraged. Potential issues and questions addressed by manuscripts submitted for this themed issue include, *but are not limited to*:

- ◆ What is the impact of curriculum standards and testing on teaching for democracy?
- ◆ Social Studies and the Social Order: What is the role of social studies teacher education in the 21st century?
- ◆ Patriotism, nationalism, globalism and other confounding issues in social studies teacher education.
- ◆ How can technology in social education help students become critically informed in our information society?
- ◆ Academic freedom, teacher licensure, program accreditation and social education
- ◆ Urban social studies teacher education.
- ◆ What is the role of multicultural education in the social education for citizenship in a democracy?

Deadline: Manuscripts are due by *October 1, 2006*. Anticipated publication date for the issue is Summer/Fall 2007.

Procedures: (1) All manuscripts should be prepared using Microsoft Word and according to the style specified in the 5th edition of the *Publication Manual of American Psychological Association*. Manuscripts should be between 15-25 pages in length, double-spaced. Identifying information should not appear in the manuscript for blind review purposes. (2) A separate Microsoft Word document should be prepared as a cover letter, including all authors' names and professional affiliations, with the lead author's full contact information (mailing address, telephone number, and e-mail address). (3) Email the manuscript, along with a cover letter to each of the two guest editors. (4) Upon submission, manuscripts will be screened by the guest editors. The principal author will receive an e-mail notification if the manuscript is selected for peer review by members of a panel of readers comprised of social studies professional educators; if not selected for review, the manuscript will be returned to the principal author with an indication that it is not appropriate for the theme related to the special issue of the journal. (5) Please direct all questions regarding this special issue of *Teacher Education Quarterly* to the guest editors.