CFP - Inaugural Issue of Remedial Herstory: A Journal of Women's History for Educators

We are excited to announce a call for proposals for the inaugural issue of Remedial Herstory: A Journal of Women's History for Educators—an online, peer-reviewed journal published by the Remedial Herstory Project.

Purpose and Scope:

Our journal aims to provide a platform for scholarly research on women's history while striving to make academic content more accessible to educators and their students. We are committed to presenting research that not only explores contributions to the field of women's history but also pieces that offer pedagogical strategies for educators. Through this dual focus on content and teaching, we aim to empower educators to bring women's history to life in their classrooms, inspiring the next generation to value and learn about the important historical contributions of women.

Potential Themes and Topics:

Owing to the work of scholars who have launched the field of women’s history over the last half century or so, we invite proposals that explore the intricate relationship between theory and practice through both content-based and pedagogical articles. For instance, in the field of early modern Britain, Amy Erickson has argued that a “disjuncture between theory and practice” exists insofar as women were often able to circumvent restrictive legal doctrines through a variety of everyday practices. In other words, she argues, law should not automatically be read as prescriptive of women’s lived experiences. This point extends beyond any one region or time period, and, as such, authors could submit content-based pieces that consider:

- How societal expectations and cultural norms perhaps influenced, but did not entirely dictate, women's actions and choices.
- The discrepancy between political rights and the real political participation of women.
- Comparisons between the literary portrayals of women and their lived experiences.
- How women's actual economic roles and contributions often differed from those prescribed by society.
- Explorations of how informal networks and support systems allowed women to exercise agency beyond formal legal structures.
- Examinations into how women practiced medicine and healthcare, often in ways that defied contemporary medical theories.
- Etc.
We are similarly interested in pieces that explore theories and pedagogical strategies related to teaching women's history such as papers that explore:

- The use of primary sources and historical documents through inquiry-based learning.
- Techniques for scaffolding women’s history for different grade levels and learning styles.
- Challenges in teaching controversial or sensitive topics in women's history.
- Interdisciplinary approaches that incorporate women's history into other subjects.
- Etc.

We certainly encourage proposals beyond these examples, provided they contribute to the theme of the grey area between theory and practice.

**Submission Guidelines:**

We welcome submissions from a diverse group of researchers, including graduate students, scholars, and educators.

Interested authors should submit a title and abstract of approximately 250 words that outlines their proposed topic to Matthew Cerjak, the journal’s inaugural editor.

If accepted, contributions can range from approximately 2,000 to 7,500 words irrespective of the abstract, author biography, acknowledgements, footnotes, bibliography, etc. Drafts should conform to the 17th edition of the Chicago Manual of Style.

**Tentative Schedule:**

Submission of Abstracts: August 31, 2024  
Notification of Acceptance: September 15, 2024  
Submission of Drafts: December 31, 2024  
Return of Peer Reviewers’ Recommendations & Editorial Feedback: February 2025  
Submission of Revised Drafts: April 2025  
Publication: June 2025

**Contact:**

Please send proposals and any inquiries to Matthew Cerjak at matthew@remedialherstory.com.