

Call for Papers—Special Issue Decolonising of the Home Economics Profession

Papers due 21 March 2022

Home Economics education has been implicated in the colonisation of First Nations people. In Australia, this can be seen in the training of Aboriginal girls and women to undertake housework for white families, and in Canadian life in Residential Schools, required labour to clean and cook for those living there. This domestic labour was freely taken by settlers with little concern for the impact of child labour or indentured servitude on those who were forced into unwaged and unfree labour (Giancarlo, 2020; Host & Milroy, 2001).

This is a difficult history for the profession to acknowledge given one of the essential dimensions of home economics is “to take critical/ transformative/ emancipatory action to enhance wellbeing and to advocate for individuals, families and communities at all levels and sectors of society.” International Federation for Home Economics (IFHE, 2008, n.p.). This statement does not just apply to those who are racially privileged so there is a need to not only recognise what has gone before but to also look to practices that decolonise and act in more inclusive ways that are genuinely about every individual, family, and community.

As a global profession, we can acknowledge that there are multiple ways of knowing (Smith, 2016). That there is more than one perspective to inform our work with particular attention being given to our local context. As Smith (2016, p. 51) argues “Challenging current ethnocentric beliefs and attempting to see the story from an Indigenous perspective may allow for holistic learning to take place.” Holistic, interdisciplinary practices are not a new concept within home economics. However, if we are to claim to be working for, and with, families globally, can we reconcile our efforts to decolonise our educational practices in an inherently colonial project (Martin et al., 2020)?

Focused on the decolonising of the home economics profession and how this can be seen in our work, invited papers may focus on:

- Applying Indigenous and decolonizing pedagogies to a home economics curriculum
- Decolonizing approaches to project-based learning
- Connecting to local and indigenous home economics practices
- First Nation people seeing themselves in the home economics curriculum
- Becoming an Ally through Home Economics practice

Other relevant themes are welcome.

This call for papers is an invitation to researchers, scholars, and authors in the field of home economics to submit their original and extended research to publish in this international journal. All submitted papers will be peer-reviewed and published in an online format

Advice for authors, including forms to be completed and submitted with the paper for consideration, can be found at: <https://www.ifhe.org/ejournal/author-information>

Guest Editor for this Special Issue is Associate Professor Kerry Renwick, Department of Curriculum and Pedagogy, University of British Columbia.


For all enquiries regarding this Special Issue please contact the Guest Editor at the following email address: kerry.renwick@ubc.ca

Final papers are to be submitted to the IJHE email address, clearly stating they are for consideration for the Special Issue Decolonising Home Economics at: intjournalhomeeconomics@gmail.com


Papers received by the due date will enter a double-blind peer-review process.

Due date: March 21, 2022

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