"Pushing Past the Margins" with Micro-content Analysis: A Tool to Identify Gender-bias in Textbooks

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"PUSHING PAST THE MARGINS" WITH MICRO-CONTENT ANALYSIS: A TOOL TO IDENTIFY GENDER-BIAS IN TEXTBOOKS

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Does it include women? Does it include women of color? How often? In what historical roles? These are just some of the gender-based questions that can run through our minds as social studies teachers when we review a potential textbook for use in our classroom. As educators and social justice advocates, we understand the importance of examining curriculum materials for gender and other intersectional biases (e.g., race) as these can increase students' susceptibility to stereotype threat. Stereotype threat occurs when an individual conforms to a common negative stereotype about their (gender or racial) group by "self-characterizating" that stereotype (Steele & Aronson, 1995, p. 797, 808). In a classroom environment, for example, a female student might exhibit more "observer" qualities, such as sitting quietly, while her male counterparts actively participate in a class discussion because our historically patriarchal society views the "being seen but not heard" behavior as a "desirable" feminine characteristic.

This message is also reinforced in social studies textbooks when the majority (or all) of the content glorifies the actions of male historical agents. In these textbooks, when and if women are mentioned, they are often "pushed" into the margins in contributionist boxes on textbook pages instead of embedded in the main body text (Arlow & Froschel, 1976; Sadker & Sadker, 1995; Trecker, 1971; Weinbaum, 1979). This format reinforces the message of women as unimportant observers of history rather than as active historical agents in their own right.

Ideally, teachers would have enough time to review textbooks via traditional research methodologies to determine the full extent of gender biases present. In a traditional content analysis, for instance, a researcher gathers frequency data from the content of a particular media source (e.g., a textbook) and examines the data to determine if any communicative patterns exist (Berelson & Lazarsfeld, 1948). One example of this is examining the number of times women (and/or women of color) are mentioned in a textbook in comparison to the number of times men (and/or men of color) are mentioned to help determine if gender-biased messages are being communicated to students. Unfortunately, performing a content analysis on even one textbook is an extremely laborious task that K-12 educators simply do not have time to implement because of their numerous daily professional demands.

As a former secondary social studies teacher and two pre-service social studies teachers, we have constructed a solution for how educators can determine if their textbook contains gender-imbalanced content without performing a traditional content analysis, and we present that solution in this article. Specifically, we will first review what the traditional content analysis methodology is. Then we present and define Micro-content Analysis (MCA). MCA is our proposed solution for social studies educators, in lieu of a traditional content

analysis, for quickly identifying whether or not the textbook they currently use (or plan to adopt) houses potentially gender-biased content. We introduce our MCA Guide and Toolkit and demonstrate how we implemented these on a 21st century, nationally available world history textbook currently utilized in a Midwest high school. In our example, MCA findings revealed grossly unequal gender representations, so we conclude by demonstrating how to use the final component of the MCA Toolkit to locate resources on female historical agents. This final step will help educators present more gender-inclusive social studies content to their students, thereby rectifying the potential gender-biased messages (and inaccurate historical perspectives) presented by the textbook.

What is a Content Analysis?

Originally, content analysis was a methodology used in the early twentieth century by which a researcher gathered frequency data by reviewing the content of a particular media source such as newspapers (Berelson & Lazarsfeld, 1948). This means that a traditional content analysis was quantitative. According to Neuendorf (2010, 2017), a content analysis should include (1) objectivity; (2) an *a priori* component (or rules for coding data); (3) reliability; (4) validity; (5) generalizability; (6) replicability; and (7) hypothesis testing.

The frequency calculations of a traditional content analysis, however, can compliment the findings of a qualitative research study by providing a thorough data review, thereby strengthening the qualitative interpretations and inferences (Holsti, 1969). This "qual-quant" analysis combination became popular in the latter part of the twentieth century, especially for media research focusing on the study of gender and sex roles which Neuendorf (2010) referred to as "qualitative content analysis" (p. 276). She noted that the common characteristics of a qualitative content analysis include: (1) having human coders review the data for communicative patterns (in lieu of computer-based techniques) and, like a traditional content analysis, (2) using a strong theoretical framework, a detailed coding process, and a codebook to preserve the rigor of the analysis.

Content Analyses Findings of Gender Bias in Secondary Social Studies Textbooks

Feminist researchers used the content analysis methodology extensively on United States' social studies textbooks during and after the 1970's Women's Movement to sift out gender inequalities based on the female-male binary (Arlow & Froschl, 1976; Clark, Allard, & Mahoney, 2004; Clark, Ayton, Frechette, & Keller, 2005; Commenyras & Alvermann, 1996; Lerner, Nagai, & Rothman, 1991; Sadker & Sadker, 1994, 1995; Schocker & Woyshner, 2013; Southworth, Kempen, & Zielinski, 2019; Tetreault, 1986; Trecker, 1971; Weinbaum, 1979; Woyshner & Schocker, 2015). Three themes about gender arose from these content analysis studies of social studies textbooks: (1) the contributionist theory marginalized women; (2) textbooks portrayed women as subordinate to men; and (3) author researchers offered few or no suggestions on how to remedy the problem of unbalanced gender representation in the textbooks.

"Boxed" women. Overall, women's historical contributions – when noted in a textbook – were largely contained within contributionist boxes rather than integrated into the main body text. The contributionist approach was implemented by social studies textbook publishers during the Women's Movement to deflect political and social pressures for gender inclusion. It occurs when textbook publishers insert boxes containing text or images of women on the margins of textbook pages – but not in the main body text – to create the illusion of equal gender representation (Arlow & Froschl, 1976; Trecker, 1971; Weinbaum, 1979). This practice focuses on the *quantity* of females in social studies textbooks rather than on the *quality* or *significance* of their actions (Woyshner, 2006). Many textbook publishers employed the contributionist theory (Baldwin & Baldwin, 1992; Commeyras & Alvermann, 1996; Sadker & Sadker, 1995) and some of the texts continued to describe women's status as not quite that of a "full-fledged adult" (Kirby & Julian, 1981, p. 206). This strengthens the notion of women's agency as supplemental rather than as central to historical change and dismisses women's cultural significance as a group (Sadker, Sadker, & Long, 1989; Sadker & Zittleman, 2007).

Ever subordinate in U.S. texts...*when* **noted.** In her foundational content analysis of gender representation in textbooks, Trecker (1971) produced overwhelming evidence of men portrayed as the primary decision-makers and family providers. In contrast, textbooks portrayed (white) women as members of society who held a small margin of participation in "professional" areas and/or as passive wives whose domestic tasks were secondary to men's political and economic roles. Trecker inferred that the stereotypical images of (white) female passivity in comparison to (all) males' actions throughout Western history resulted from traditional patriarchal constructs. Textbooks mentioned prominent white women in terms of being transitional agents rather than as part of the natural progression of historic change, and textbooks further communicated any positive reactions concerning women via broad, sweeping statements regarding white, middle class, and/or affluent wives' lifestyles.

Women of color were *absent* altogether in the textbooks (Trecker, 1971). Trecker further reported that "black history follows the white history pattern and minimizes or omits the achievements of the black woman" (p. 251). Arlow and Froschl noted that "[T]he minority woman is almost completely absent from history textbooks" (p. xii). They further stated that *if* textbooks mention women of *any* color, the descriptions focus heavily on their appearance rather than on the women's contributions or actions.

Content analysis studies from the late twentieth and early twenty-first century confirmed the continued existence of these traditional perspectives of women as a whole or the absence (or rare findings) of women of color in social studies textbooks. Commeyras and Alvermann (1996) found that United States' textbooks largely acknowledged women only in patriarchal-based topics such as reproductive accomplishments, social class standing, and/or cultural entitlements. In this manner, females as a whole appeared in textbooks in largely domestic and/or subordinate roles (Jackson, 2011; Sadker & Sadker, 1995). In

her study, Woyshner (2006) further noted the clear lack of women's visibility in textbook imagery and states that students may see only one or two pictures of women in textbooks yet they are supposed to cobble together an understanding of women's overall impact and contributions in history based on this meager representation.

Two recent studies examining women's agency in textbook imagery produced findings that were worse for women of color than for white women. The first study reviewed a sample of African American history textbooks used in the United States. Schocker and Woyshner (2013) found that African American women were represented in only 14 percent of the textbooks' imagery; despite the fact that white women's agency in imagery ranged from about 34 to 44 percent (compared to white men's agency) in two mainstream textbooks. Woyshner and Schocker (2015) dubbed this the "white women as a default category" (p. 456) because most of the imagery that was inserted displayed white middle class females as contributors in traditionally male spheres of history (e.g., entering the workforce during World War II, voting and women's suffrage). Additionally, Woyshner and Schocker noted that textbooks sometimes relegated African American women to the "sidebars" (p. 454-5) of textbook pages, hinting that the publishers still used contributionist theory as an avenue for conveniently inserting females into textbooks without fully integrating them into the main body text. It is important to note, however, that the study by Woyshner and Schocker was the only study to have found that, when included, African American women were portrayed

equally in terms of roles and socio-economic class in textbook imagery. They found roughly the same number of upper socio-economic class African American women images as images of lower socio-economic class African American women. Of course, the highest number in either of these categories was 39 images in the *African American History* textbook and 10 images in the *America: Pathways* textbook; a stark reminder of the clear marginalization of women of color overall.

Three late twentieth and early twenty-first century textbook studies also addressed women's agency as a whole. Clark, Allard, & Mahoney (2004) focused on determining whether women's inclusion in United States history textbooks had increased or decreased between the 1960s, 1980s, and 1990s editions of each text. Their findings indicated significant statistical increases in percentage comparisons of women's visibility in textual lines discussing women and in textbook pages devoted to women from the 1960s to the 1990s. While these findings deviated greatly compared to studies from earlier decades (Arlow & Froschl, 1976; R. Lerner et al., 1991; Trecker, 1971; Weinbaum, 1979), none of the increases brought female agency to an equitable balance with that of male agency in the textbooks. In a similar content analysis study published one year later, Clark, Ayton, Frechette, and Keller (2005) examined whether or not women's inclusion had increased or decreased between 1960s, 1980s, and 1990s editions of world history textbooks. Again, the percentages of women's agency had increased over the decades in the texts but not enough for equitable inclusion; women still remained extremely marginalized in the texts when compared

to men. Southworth, Kempen, and Zielinski (2019) replicated portions of the study by Clark et al. (2005) on 2000 and 2010 editions of the same world history textbooks and found that women's visibility had actually decreased in the modern editions when compared to the 1960-1990s editions. Rather than advancing closer to gender-balanced textbook content in the twenty-first century, the Southworth et al. study indicates a more severe form of women's marginalization in social studies textbooks may be on the rise.

Ever subordinate in global texts...*when* **noted.** The pattern of "subordinate women" also pervades in textbooks on a global scale. International twentieth and twenty-first century studies, for example, revealed comparable findings regarding the marginalization of women and their historical significance in analyses of South African (Gudhlanga, Chirimuuta, & Bhukuvhani, 2012) and modern Zimbabwean history textbooks (Schoeman, 2009). Despite some improvement over gender disparity found in pre-1990s textbooks, both studies reported the persistent employment of the contributionist theory and the depiction of females in traditional roles, communicating cultural approval of passivity and subordination as characteristics expected of women (Gudhlanga et al., 2012; Schoeman, 2009). Gender bias and traditional gender stereotypes were also found in contemporary textbooks used in Pakistan, despite an extensive amount of government support and initiatives employed to try to gender-balance curriculum and textbook content during the two year span of 2007 to 2009 (Ullah & Haque, 2015). On average, Ullah and Haque found that textbooks published post-2009 still portrayed males approximately 50 percent more than females and continued to reinforce females in traditionally submissive, passive roles while males were portrayed as active and dominant.

Blumberg (2008), who analyzed textbook and educational testing data from countries and regions all over the world including the United States, noted that Gender Bias in Textbooks (GBIT) is worldwide and can play a role in diminishing girls' achievements. As Sadker and Sadker (1995) stated, the purposeful exclusion, or near exclusion, of half of the world's population in historical content allows cycles of ignorance and apathy to continue to go unchallenged. In reference once again to United States' history textbooks, when only one out of every five textbooks includes a women-centered theme (Marino, 2011), the constant exposure to inaccurate and gender-fragmented historic content prevents students from questioning gender-based exclusion from textbooks or acquiring realistic worldview perspectives. Which leads to the question of what solutions have authors suggested for resolving this dilemma?

Remedies for unbalanced gender content in textbooks. While the content analysis studies brought forth a plethora of gender-biased insights in social studies textbooks, there was a scarcity of information on how educators could identify and navigate the gender-biased textbook content quickly and effectively. One study actually spoke against the additional inclusion of more women, claiming that feminism has already caused textbook content to over-emphasize the importance of minor females, thereby

reducing students' abilities to recognize major male historical figures and events (Lerner, et al., 1991). Gudhlanga et al. (2012) offered a list of recommendations (e.g., work harder at eliminating hidden curriculum), however, this list appeared after the conclusion and provided no further discussion on the recommendations or how they might be employed, making it appear as more of an after-thought than part of the actual article. A fourth study specifically called on their country's national government to rectify the plight of gender-biased textbook content (Ullah & Haque, 2016).

From the studies that did address potential solutions to gender-balancing textbook content, two common themes arose: (1) changing current patriarchal society norms to reflect equitable social balance and (2) asking teachers and schools to modify their instructional style when discussing textbook content to compensate for gender inequities in textbooks.

Changing current patriarchal society norms. Some authors advocate for challenging and changing the existing social norms as a natural avenue for reconfiguring textbook content to reflect more gender-balanced historical accounts (Tetreault, 1986). Ideally, re-examining societal norms can help re-conceptualize the meaning of (gender-balanced) knowledge, thereby eliminating male-female stereotypes. Trecker (1971) initiated the call for inclusion of more women's history in textbooks, specifically in regards to how everyday citizens lived, rather than a continuous emphasis on white male leaders. Trecker stated that an overall social attitude adjustment is needed, one that rejects sexism and instead embraces the contributions of both

sexes in an equitable and respectful manner. Weinbaum (1979) and Tetreault (1986) agreed with the need to change existing patriarchal norms in order to remedy the gender-biased content in social studies textbooks. The question, of course, is how to initiate and maintain such changes.

Weinbaum (1979) proposed that the overall format of textbook content (in terms of historical topics) needs to be questioned (e.g., How do the major turning points in history differ for men and women?). In doing so, we need to balance the focus on "private" (female) and "public" (male) topics to challenge the existing social status quo. To spur this challenge, Southworth et al. (2019) advised educators to push for national and state social studies test revisions that focus on more gender-balanced content as a high stakes' incentive for textbook publishers. Southworth et al. further described how Advanced Placement (AP) Art History educators and community artists united and successfully pushed for racial and gender curriculum reforms, suggesting that such a model might also work for social studies test content reform.

Modifying instructional style when discussing textbook content. Some authors advocate for teachers and their respective institutions to become the instruments of change themselves rather than wait on textbook companies to publish more gender-balanced histories. Several studies have recommended a critical literacy approach to help educators alter their teaching style. Commenyras and Alvermann (1996), urged teachers to focus on the process of reading the subtext of the book's content from a feminist historian's perspective. In this vein, teachers become resistant readers since

they are purposefully looking at how (if) textbook content diminishes women. Commenyras and Alvermann advocated for teachers to model resistant reading to their students and provided an example of how this might unfold in the classroom. Schoeman (2009), Woyshner (2006), and Schocker and Woyshner (2013) expressed similar suggestions about teachers becoming trained in media literacy models. Schoeman (2009) encouraged teachers to first examine their textbooks and then invite their students to join in on this learning process. In this particular model, teachers become more adept at dissecting textbooks and identifying gender bias by critically examining the text, audience, and production components of the text.

Woyshner (2006) suggested that teachers should engage their students in critical analysis discussions of how textbook imagery portrays women and girls via close-looking, juxtapositions, and switching places. Woyshner drew from her own experiences using these approaches and provided examples of how teachers can employ the approaches with students. Woyshner noted, however, that such activities serve as avenues "to raise students' awareness of women in history" (p. 362), but the approaches themselves are not the solution to achieving gender equality in textbooks. Schocker and Woyshner (2013) supported teachers' use of Mattson's five tactical heuristics in the classroom. This interpretative-based media literacy approach requires teachers and students to incorporate the tools of: sourcing, inside-the-frame/outside-the-frame, intertextuality, framing historical questions, and using visual codes and conventions when examining textbook imagery.

On a different note, Baldwin and Baldwin (1992) and Woyshner and Schocker (2015) stated it is up to the schools and higher education institutions to address gender-biased textbook content as a way of supporting educators' new instructional approaches. Baldwin and Baldwin (1992), for example, proposed that schools, whenever possible, should present only non-sexist textbooks to students and that teachers should be instructing students on how to recognize and counteract biased content. Baldwin and Baldwin noted that teachers must first receive training on this process, preferably during their preparation program as pre-service teachers. Unfortunately, the authors offered no additional information on how to enact this process nor a list of resources on learning how to recognize gender-biased content. Woyshner and Schocker (2015) strongly encouraged school districts to adopt a Black history curriculum requirement and called on curriculum developers to help plug the gender and racial content gaps in educational materials. Unfortunately, they offered no suggestions on how such processes might unfold.

Finally, Arlow and Froschl (1976) called on educators to provide students with supplementary historic resources such as "diaries, letters, journals, and newspapers" (p. xvii). They stated that these resources will counteract the male-centric content of textbooks and help ensure that students gain a more accurate and holistic perspective of history. Again, however, the article does not include additional guidance on how to move forward in obtaining such resources.

Our Proposed Tool: Micro-content Analysis (MCA)

Social studies teachers need a viable, research-based tool to determine quickly and effectively if textbooks are representing female and male historical agents equally. This tool could also assist teachers during their textbook adoption process and purchasing opportunities. We believe that our Micro-content Analysis Guide and Toolkit will serve these purposes for K-12 educators.

A micro-content analysis (MCA) retains three specific components of a traditional content analysis yet the analysis process itself is brief because it requires only a minimal amount of content to be coded (e.g., two to four textbook chapters). MCA gathers frequency data from a particular media source, specifically a textbook (Berelson & Lazarsfeld, 1948). The analysis is implemented by human coders (e.g., teachers) using a specific coding process and codebook (Neuendorf, 2010) designed for sifting out gender stereotypes. It includes at least four elements of the scientific method: objectivity, generalizability, replicability, and hypothesis testing (Neuendorf, 2010). These three main components help provide a research-based structure and implementation process for the MCA.

Additionally, we specifically designed MCA for K-12 educators by ensuring brevity of the coding and analysis process. One of the authors completed a qualitative content analysis of nine textbooks as part of her graduate research and the process took approximately one to two months per textbook. In contrast, the MCA process takes approximately six to eight hours.

This brevity provides quick, informative results because the teacher is analyzing a small sample of the textbook (e.g., two to four chapters). Additionally, the main function of the MCA is to serve as an informative tool, not as an alternative method to traditional content analysis for scholarship purposes.

How To Use MCA to Estimate the Degree of Gender-bias in Textbooks

In this section, we detail recommended preparation steps for conducting a Micro-content Analysis (MCA). We then describe each step of the MCA process (see Appendix A "Micro-content Analysis Guide" for abbreviated procedure) and illustrate how we implemented those steps in our own MCA when we examined two chapters of a high school social studies textbook. In our descriptions, we include how we used the Female and Male Chart Templates for data collection (Appendix B), the Post-analysis Questions (Appendix C) to determine if our textbook was potentially gender-biased, and the Online Resources Chart (Appendix D) to find female historical agent resources to help balance out the biased textbook chapters we analyzed. We also include approximately how long it took us to complete each step to assist teachers who may be implementing their own MCA for the first time.

Prep Work. To prepare for a MCA, we recommend K-12 teachers complete a "pilot" coding test, especially if this is the first time a teacher is opting to perform a MCA, and if they intend to implement their MCA in groups (i.e., two or more teachers coding and reviewing the same textbook chapters). A pilot coding test is similar to an abbreviated MCA in that two

or more teachers select one textbook chapter to code independently and then compare notes to see if their coded data matches. We encourage teachers to print out the Micro-content Analysis Guide (Appendix A) and Micro-content Analysis Toolkit Chart Templates and Post-analysis Questions (Appendices B-C) to use as visual references to assist in the pilot process. This preliminary process follows traditional content analysis study protocol in that it strengthens coder training (Neuendorf, 2011, 2017) prior to implementing the actual MCA. We completed an independent pilot coding test prior to conducting a MCA on our chosen textbook in our study as well. In our pilot, we followed MCA Guide Step 1 by selecting a textbook chapter from our designated classroom text. We deviated slightly from the original Step 1 by opting to code just one chapter (rather than two to four) and we recommend this deviation only for the pilot test. We then created two data collection charts for the selected chapter. Two authors of this study served as data coders for the pilot and both of these authors each created two charts: one chart for "female historical agents" and one chart for "male historical agents" (Step 2). Both charts had columns designated for collecting the names of historical agents mentioned in the chapter, the page number the agent was located on, the total number of textual lines (sentences) the agent was given on that page, the total number of images (pictures) of the agent that were found on that page, and a column to list text descriptors (titles) about the agent found on that page (e.g., author, leader, wife of) (Appendix B). The two pilot coders then independently coded the textbook chapter by going through the chapter page by page and reviewing all of the titles, headers, sentences, pictures, images, and questions and marking all pertinent male and female data in their charts (Step 3). While we encourage having two or more teachers participate in an MCA, we recognize this might not be possible in every situation. Thus, if a teacher is performing a MCA on their own, they may opt to re-code the chapters again in new (separate) charts and then compare all of their completed charts as a means of double-checking their data.

It took each coder approximately 45 minutes to code the pilot chapter and it took the coders approximately fifteen minutes to go through their charts together and compare their data. Each coder invested approximately one hour of time during Step 3. We did not need to repeat the process for another chapter (Step 4) since we examined only one chapter during the pilot test.

After we compared our charted data, we spent approximately ten minutes discussing our answers to the three Post-analysis Questions (Appendix C) which brought us to the conclusion that the chapter contained gender-biased content in favor of males both quantitatively (i.e., men were mentioned more than twice as much as women) and qualitatively (i.e., men were described as religious leaders while women were described as wives). This particular chapter also contained many images of men but none of women, further evidencing the potential that the textbook contained gender-biased content (Step 6). This concluded our pilot test. The pilot does not require teachers to advance to Step 7, which advises to either discontinue use of the textbook (if possible) or find reputable information about female historical agents in reference

to the analyzed chapter's topics so that the teachers can incorporate this information into their classroom instruction (Appendix D). Our pilot ensured that our coding variables had appropriate foundational, concrete, and easy-to-use coding descriptions (Appendix A).

Additionally, we completed a Cohen's kappa statistic to ensure an inter-coder agreement of 85% or more. Neuendorf (2011, 2017) strongly recommends a Cohen's kappa statistic as part of a traditional content analysis and we choose to complete one to increase the reliability of our study for publishing purposes. Completing this statistic is not necessary for K-12 teachers.

Micro-content Analysis Guide, Steps #1-4. The Micro-content Analysis (MCA) Guide (Appendix A) provides the overall framework of the entire MCA process. To begin, teachers should select two, three, or four chapters in their designated textbook (Step 1) and *each participating teacher* should prepare *their own* Female & Male Chart Templates for Data Collection (Appendix B) (Step 2). As in the pilot process, teachers should create one chart for "female historical agents" and one chart for "male historical agents" for each chapter (e.g., if teachers selected two chapters for the MCA process, each teacher would have four charts). All charts should include columns for: names of historical agents mentioned in the chapter; page number the agent was located on; total number of textual lines (sentences) the agent was given on that page; total number of images (pictures) of the agent that were found on that page; and text descriptors (titles) about the agent found on that page (e.g., author, leader, wife of) (Appendix B). We recommend setting up the charts in Excel, Google Sheets, or similar programs as teachers can then use simple formulas to calculate the numerical data from the "total text lines" and "pic/image" columns.

Next, participating teachers should carefully and thoroughly read each page of each chapter *independently* and pay close attention to reviewing all of the titles, headers, sentences, pictures, images, and questions. While reading, teachers should chart which female and male agents are mentioned on each page, the number of times each agent is mentioned, what types of descriptive words are associated with each agent, and if there are any images of the agents. Teachers should record all data in their own appropriate chapter chart (Step 3) and then repeat this data collection process for all remaining selected chapters (Step 4).

In our MCA implementation, we selected two chapters (chapter 25 "Imperialism" and chapter 31 "Cold War") from a secondary world history textbook used in a public Midwestern school district and designated two author coders. Each coder created four charts (two "Female" charts and two "Male" charts) for data collection purposes (Appendix B). The coders then carefully reviewed the content on each page of every chapter independently during the coding process. When a historical agent was named, the coder relied on pronouns (e.g., she, he) to code any additional sentences ("lines") thereafter. The coders identified and recorded all named females and males on their independent charts (Appendix B). Tables 1 and 2 are examples of how we used the Female and Male Chart Templates (Appendix B) to house the collected data.

Table 1: Named Female Agents in "Cold War" (Chapter 31) from Coder 1

Name (Females)	Page #	Total Text Lines	Pic/ Image	Text Descriptors
Nien Cheng	643	3	0	author
Totals		**3**	**0**	

After we completed the coding process, we collaboratively reviewed our data to ensure that we had appropriately noted all named historical agents in each chapter in the charts. In our study, it took each coder approximately three hours to complete the MCA Guide Steps 1-4 on both chapters.

Micro-content Analysis Guide, Steps #5-7. Upon completing the data coding and collection and collaborative review (if applicable) processes on all selected chapters, teachers may then advance on to MCA Guide Step 5 which is to review their collected data and consider how each gender is represented quantitatively and qualitatively (see Appendix C: Post-analysis Questions). Specifically, teachers are answering the questions of whether or not both genders are being represented in each textbook chapter and, if so, are the genders represented on relatively equal numerical and descriptive ways? Using the charted data to answer these questions will guide teachers in determining if their textbook contains gender-biased content (Step 6). If the MCA indicates that the textbook content strongly favors males, we encourage educators to consider boycotting or rejecting the use of that social studies textbook in their classroom, especially if it is a textbook being considered for adoption in the educator's school district. If neither of these options are possible, teachers may consult the Online Resources about Female Historical Agents Chart (Appendix D) to find appropriate web-based resources to incorporate into their classroom instruction as a means of providing a more holistic and gender-balanced historical perspective for students (Step 7).

In our MCA implementation, we spent thirty minutes reviewing our collected chapter data and considering how the coded textbook chapters quantitatively and qualitatively represented each gender (Step 5). Our results indicated an alarmingly high amount of gender disparity (Step 6). Only *one* named female historical agent existed *in each chapter* compared to 18 named male historical agents in chapter 31 and 37 named males in chapter 25. Overall, the average female to male ratio of the two chapters was 1:27. This reinforces the topics of Imperialism and the Cold War as important male political (public) spheres and regulates women to the private (e.g., seen-but-not-heard) sphere (Noddings, 2001). Women, however, were *not* observers of history during these times and events. They played pivotal and highly influential roles as historical change agents.

Table 2: Named Male Agents in "Cold War" (Chapter 31) from Coder 1

Name (Males)	Page #	Total Text Lines	Pic / Image	Text Descriptors
Richard Nixon	633, 635, 644, 649	13	1	US Vice President, US President, President, former Vice President
Nikita Khruschev	633, 634, 640	17	3	Soviet Premier, new leader of Soviet Union
Dwight Eisenhower	634, 646	3	1	President
Harry S. Truman	637, 646	4	0	President
Dean Acheson	637	29	2	US undersecretary of state
George C. Marshall	637	3	0	General
George Keenan	637	1	0	well known US diplomat
Mao Zedong	642-643	1	0	Communist, ruled china
Fredric Chopin	643	1	0	European composer
Kennedy	647	6	0	President
Ho Chi Minh	648	1	0	leader of Communist Party
Johnson	648	2	-	President
Totals		**102**	**8**	

Based on these results, we considered our options in reference to MCA Guide Step 7. Local teachers were using the textbook we analyzed in their classrooms, so we could not boycott or reject the text at that time. We therefore used the Toolkit's Online Resources about Female Historical Agents Chart (Appendix D) as our starting point to collect information on influential women who lived during the timeframes discussed in each of our analyzed chapters. After approximately ninety minutes of researching, we compiled our findings to help balance the aforementioned content deficiencies in the Imperialism and the Cold War chapters of the textbook into a Google Document (Table 3). We found resources and information about women who were instrumental in political arenas such as home/self-rule (Annie Besant, Kasturba Gandhi) and political leadership (Margaret Thatcher), and military leadership (Queen Mother Nana Yaa Asantewa). There were also women who led other women (Nwanyeruwa, Elena Lagadinova) and women journalists and spies (Flora Shaw, Ethel Greenglass Rosenberg, Melita Norwood). We all "shared" the Google Document, and we recommend a similar format to social studies departments and/or teacher cohorts who complete Step 7. In the classroom, we would *consistently* incorporate the acquired female historical agents' information into all typical (or pre-determined) social studies classroom activities (e.g., group discussions, jigsaws, dramatizations, comparative essays, debates, and web-quests) *in conjunction* with the male historical agent information supplied by the textbook. Presenting diversified historical agency in this manner provides students with a more holistic perspective of gendered contributions and helps us avoid the

Table 3: Active Female Historical Agent Information to Integrate with Corresponding Textbook Chapters

Imperialism (1800-1914)	
Female Agent	**Description & Source Web Link**
Annie Besant	Advocate for Indian self-rule *http://www.ts-adyar.org/content/annie-besant-1847-1933* *http://www.bbc.co.uk/history/historic_figures/besant_annie.shtml*
Flora Shaw	British journalist *http://dangerouswomenproject.org/2016/09/17/lady-lugard/*
Kasturba Gandhi	Human rights activist with her husband, Mohandas K. Gandhi. *https://www.britannica.com/biography/Kasturba-Gandhi*
Nwanyeruwa	Leader of Women's War in Nigeria in the early 20th C. *http://queenmothersofafricaandtheirdaughters.blogspot.com/2016/02/daughters-of-africa-womens-war-1929.html*
Queen Mother Nana Yaa Asantewa	Anti-colonialism military leader *http://www.blackhistoryheroes.com/2010/05/queen-mother-nana-yaa-asantewaa.html*
Cold War (1945-1989)	
Female Agent	**Description & Source Web Link**
Elena Lagadinova	President of the Women's Committee during the first UN Women's Conference *https://www.foreignaffairs.com/articles/bulgaria/2015-04-29/left-side-history*
Ethel Greenglass Rosenberg	Jewish American spy for the Russians *https://jwa.org/encyclopedia/article/rosenberg-ethel* *https://www.biography.com/people/ethel-rosenberg-21168459*
Margaret Thatcher	British Prime Minister *http://www.bbc.co.uk/timelines/zqp7tyc* *http://www.history.com/topics/british-history/margaret-thatcher*
Melita Norwood	British government worker and USSR spy *http://news.bbc.co.uk/2/hi/uk_news/444269.stm* *http://spartacus-educational.com/Melita_Norwood.htm*

"add women and stir" pitfall (Noddings, 2001, p. 29) which can superficially inflate women's contributions and/or "measure" women's contributions based solely on male ("public sphere") standards (p. 30).

Conclusion

In an ideal teaching world, social studies educators would have ample time to review their classroom textbooks via a traditional content analysis, which would provide them with rich insights into whether or not the text contained gender-biased content. Educators would also have ample time to locate sources and revise their curriculum materials if their textbooks projected a "one-sided" perspective of history. Unfortunately, we know that too many professional commitments command educators' attention on a daily basis and this ideal textbook review process is not possible. Yet this does not imply that social studies teachers are powerless in the textbook review process or in how we facilitate textbook use in our classrooms.

We believe that MCA and the MCA Toolkit will serve as an easy, practical-use method for K-12 social studies teachers to "push past the

margins" by quickly identifying textbooks with potentially gender-biased content and helping educators rectify the unrealistic "males-only" historical messages conveyed to students by such content. We also hope that social studies teachers do not limit their use of MCA to "just" identifying gender-biased content. MCA is versatile enough for teachers to employ it via a Critical Race Theory (CRT) or Queer Theory lens to sift out potential textbook marginalization of other minority groups and populations (e.g., African American, Latinx, Asian American, and LGBTQIA+). If, for instance, two secondary U.S. History teachers wished to use MCA to check for African American peoples' agency in their current textbooks, the teachers could do so by making only slight modifications to the MCA process. One of those changes would be to title their data collection charts as "Named African American Agents" (in lieu of "Named Female Agents") and "Named White Agents" (in lieu of "Named Male Agents") (Appendix B). Teachers could also make these agent descriptor changes on copies of the Micro-content Analysis Guide (Steps 2-6) (Appendix A) and the Micro-content Analysis Toolkit: Post-analysis Questions (Appendix C) to ensure that appropriate data is being collected and reflected upon. After completing the MCA, the teachers would be able to use the revised Post-analysis Questions to determine if African American people appear marginalized (or not) in the analyzed textbook chapters. If marginalization seemed apparent, the teachers could take proactive measures and find appropriate resources on African American agents to incorporate into their classrooms (e.g., teaching 1950s Americana from the perspective of *A Raisin in the Sun* playwright Lorraine Hansberry, who was also lesbian). They could also opt to include their students in the process of advancing the conversation around racially biased textbook content by discussing what CRT is with students and how it focuses on disrupting the race-racism-power relationship in American culture by recognizing that racism is a daily experience for people of color (Delgado & Stefancic, 2001). The teachers could then have students perform their own "mini MCA" in pairs on a section of one chapter and conclude with a post-MCA research component that asks students to find pertinent and reputable information about African American agents for their assigned chapter section. In this version of MCA, the students are still receiving the same result of regular MCA: a more balanced, holistic perspective of the original textbook chapter content.

As educators and social justice advocates, we understand the importance of examining curriculum materials for gender and other intersectional biases (e.g., race) to reduce students' susceptibility to gender stereotype threat (Schmader & Johns, 2003; Steele & Aronson, 1995). MCA and the MCA Toolkit provides teachers with enough valuable qualitative and quantitative data to critically consider their textbooks' (potentially biased) content. Additionally, the brevity of the MCA Guide and Toolkit allows K-12 educators to complete the textbook review process in a time-efficient manner while still giving educators a viable means to "push past the margins" of the textbook and offer their students holistic – and hopefully empowering – learning experiences in social studies.

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Appendix A
Micro-content Analysis Guide

1. Select <u>two to four chapters</u> from the textbook currently being used in the classroom (or in consideration for classroom use).

2. Construct two data collection charts based on the "female" and "male" gender binary for <u>each</u> chapter (see Appendix B for chart templates). We recommend constructing the charts in Excel, Google Sheets, or a similar program so that the coder(s) can use simple formulas when calculating the "total text lines" and "pic/image" columns of the coded data.

3. Go through one chapter page by page and review all titles, headers, sentences, pictures, images, and questions that appear. Use the following codebook below to assist with charting the data.

Code	Code Definition	Coding Process *(in reference to Appendix B)*
1. Name	Indicates a specific ("named") historical agent noted on the textbook page	Record any specific ("named") historical agent
2. Page #	Identifies which specific textbook page(s) the "named" historical agent (from Code 1 above) was found on	Record exact textbook page the "named" historical agent (Code 1) was found on
3. Total Text Lines	Identifies the number of sentences ("lines") the "named" historical agent is mentioned in the textbook page(s) (from Code 2 above)	Count the number of lines the "named" agent was mentioned on each textbook page. If the agent's name was mentioned more than once in one sentence, count it as only one line. Use appropriate pronoun indicators (i.e., she, he) in proceeding lines to determine if the next line(s) discuss the same agent. For imagery, any text description found under the image should be counted as well in the same manner.

4. Pic / Image	Indicates whether or not a picture or media image (e.g., artwork) depicting the "named" agent was evident (in relation to Codes 1 & 2 above)	Record the total count numerically if pictures and/or imagery is present. Record a "0" if none is present.
5. Text Descriptors	Indicates specific titles and/or verbs that were used to describe the agent (from Code 1) in the surrounding text and/or picture (or image)	Record the exact title(s) used in the text to describe the "named" agent. *Titles* can be occupationally based such as "author" or event-based such as "civil rights leader." Titles can also be relationally based (e.g., "wife of" or "husband of"). Record *verb* descriptors exactly as they appear in the text. Examples include agents described as "passionate" or "discontented."

4. Repeat Step 3 (above) for all of the chapters selected for the MCA.

5. After the data collection process for both chapters is complete, review the Post-analysis Questions (Appendix C) in consideration of your data.

6. Based on your data-informed answers to the Post-analysis Questions, decide if you believe the textbook may (or may not) have gender-biased content.

7. If the MCA indicates that the textbook is potentially gender-biased in favor of males - and you have no choice but to continue to use it in the classroom - consult the Online Resources about Female Historical Agents Chart (Appendix D) to find resources and information about female agents to incorporate into your instruction and related student activities.

Appendix B
Micro-content Analysis Toolkit: Female & Male Chart Templates for Data Collection

FEMALES				
Name	Page #	Total Text Lines	Pic /Image	Text Descriptors

MALES				
Name	Page #	Total Text Lines	Pic/Image	Text Descriptors

Appendix C
Micro-content Analysis Toolkit: Post-analysis Questions

After collecting your data, consider the following:

1. Quantitatively, are both genders represented in the chapter? If so, are they represented equally or relatively equally?

2. Qualitatively, what roles or tasks are the female and male agents either described as performing (text) or portrayed doing (imagery)? (E.g., males and females in roles of power?)

3. Based on your answers to Questions 1 and 2 (above), was the overall inclusion of historical agents equitable?

Appendix D
Micro-content Analysis Toolkit: Online Resources about Female Historical Agents

Agent &/or Source Title	Source Description/Web Link
EDSITEment! The best of the humanities on the web	Women's Empowerment in America & the World (https://edsitement.neh.gov/search?keywords=Women%E2%80%99s+Empowerment+in+America+%26+the+World+)
Educating Jane.com	Resources relating to women in history (http://www.educatingjane.com/Women/womenLP.htm)
National Geographic Education	Type "women in (your content area)" or just "women" in the site's search box (https://www.nationalgeographic.org/education/)
Scholastic: Teacher's Activity Guide	"Honor Roll of Notable Women" (http://teacher.scholastic.com/activities/women/notable.htm)
Smithsonian Institution	Type "women in (your content area)" in the site's search box (http://www.si.edu/) Example: "women in history" or "women in economics"
Teaching Social Studies Passionately & Accurately	Professor's professional resources website, click on "Web Resources for K-12 Educators" tab (https://sites.google.com/snc.edu/southworth)
Women in World History	*Gender in History: Global Perspectives* authored by Dr. Merry Wiesner-Hanks provides a plethora of astutely researched historical information pertaining to women's integral part in the creation of world history. Spans the construction of gender in many world cultures from the Paleolithic era to modern times. (Available online at Google Books)
Women in World History Curriculum	"This unique site is full of information and resources to help you learn about women's history in a global context." (www.womeninworldhistory.com/)
Women in World History – Roy Rosenzweig Center for History & New Media	Website featuring primary sources, website reviews, forums, case studies, & modules (http://chnm.gmu.edu/wwh/)