

Call for Proposals for an Editing Team for the 2019 C&P Edited Book

This call is an invitation to members of the Curriculum and Pedagogy (C&P) community to create an editing team whose purpose is to solicit manuscripts for the annual edited [book](#).

Proposal Requirements:

All proposals must contain the following information:

Team Membership

The proposal should list the members, their institutions, and their e-mail addresses. Editing Teams should include no more than four people, with inter-institutional representation. This number is to include at least one faculty member with an established publication record and some experience in the process of editing a book for publication, and a combination of junior faculty members, graduate students, and practitioners, all of whom must have access to reliable e-mail. Please describe the publishing experience and areas of interest and expertise and the academic and/or professional background of the team members.

Support

Briefly describe how the team members will have access to institutional support, such as obtaining reviewers, managing the reviewing process, copying, office or graduate assistant support, etc. Please, be specific about the resources available.

Vision Statement for the Project

The vision should also be consistent with the C&P Statement of Purpose. The vision statement must also include how the team will solicit and support submissions that are not traditional manuscripts.

Proposals for Editing Teams should be submitted to the Publications Committee via e-mail (publications@curriculumandpedagogy.org) by 11:59pm EST, October 26, 2018.

Questions may be addressed to members of the C&P Publications Committee: Vonzell Agosto (vagosto@usf.edu).

C&P Statement of Purpose

The Curriculum and Pedagogy Conference is a gathering of diverse individuals seeking academic enrichment, social action, and professional engagement; it is an annual space where work can be shared, valued, and disseminated to a diverse audience committed to educational reform and social change. The conference creates democratic spaces to advance public moral leadership in education through dialogue and action. It is characterized by its commitment to classroom teachers, school administrators and curriculum workers and in providing a venue for under-represented groups. The conference organizers seek to bring together individuals from diverse settings, including school district curriculum leaders and K-12 teachers, non-governmental community groups and organizations, graduate students and scholars from public schools to universities who seek to integrate, interrogate, and develop curriculum and pedagogical theories into action for educational empowerment and social justice.

The conference fosters democratic community building, collective scholarship, social action, and examination of school-based issues within an informal, collegial setting. In the spirit of generous, visionary minds such as John Dewey, Maxine Greene, George Counts, Alice Miel, and Horace Mann Bond, the curriculum field needs to begin a conversation on the public moral dimensions of curriculum work. In the context of the diverse critical curriculum work over the past thirty years, curriculum scholars and practitioners have not, as yet, collegially established the public ethics for our field. Nor have we done a particularly good job in connecting our activities into the public life; and have too often become ensnared in narrow, exclusive projects and ideologies. We believe that it is imperative that we deepen our critical insights into the historical, political, personal, aesthetic, spiritual, and institutional subtexts and contexts of curriculum impact daily educational practices. Curriculum studies--and the ethical conduct that is congruent with such studies--must become part of the fabric of everyday public life as well as connected into everyday curricular and pedagogical practice.

Thirty years and more of struggles to "reconceptualize" the curriculum field have led to the creation of safe places in the form of conferences and journal publications where our reach is and has been limited. While our work in curriculum and pedagogy informs our colleagues and, perhaps, changes the nature of our writing, discourse, and courses, we remain outside the public square. The Curriculum and Pedagogy conference offers those who share a common faith in democracy and a commitment toward public moral leadership an opportunity to change that. Participants are committed to the principles of democracy, transparency, and agency and invite you to join our organizing efforts.