

Call for Chapters and Reflections
*Ideating Pedagogy in Troubled Times:
Approaches to Identity, Theory, Teaching, and Research*

**Curriculum & Pedagogy Group 2019 Edited Collection
11th Annual**

Greetings,

The Curriculum and Pedagogy group invites submissions for possible publication in the upcoming peer-reviewed edited collection in their series with Information Age Press, titled *Ideating Pedagogy in Troubled Times: Approaches to Identity, Theory, Teaching, and Research*. This volume seeks to think through and beyond traditional notions of teaching as a form of activism, and to consider how “activist voices” may emerge through curriculum and pedagogy writ large. We see the book as *ideating on* - both taking up and seeking to extend - the interbraided values from the Curriculum and Pedagogy group’s espoused mission and vision, collocating activist ideologies, theoretical traditions, and practical orientations as a means of productively responding to the increasingly dire social moment. The current political climate provides both challenges and opportunities to curriculum studies scholars as we ideate on a future direction of our field. These troubled times force us to think critically about our scholarship and pedagogy and our influence on educational practice. As critical curriculum researchers and pedagogues, our ethical imperative is to advance social justice through teaching and learning, without compromising our professional positions within a mainstream value system that favors privileged racial, economic, gender, sexuality, and ability groups (among others).

This book’s submissions are not limited to papers presented at the annual Curriculum and Pedagogy conference. As a means to both extend the organization’s horizon beyond the annual event, and to address the ever-rising need for critical, creative educational inquiry, practice, and theorizing, this edition invites submissions from across the field, and is open to a variety of formats including poetry, prose, art, images, lyrics, as well as more traditionally academic chapters. We are looking to include submissions that ideate on conceptualizations of activist ideologies in identity, theory, teaching, and research in curriculum studies, and how these conceptualizations are informed by one’s location, theoretical perspective, and engagement with this work during troubled times. As an organization, the Curriculum and Pedagogy group has existed for 19 years, and over that time, members have striven to influence curriculum work toward just ends at the public, policy, and practical levels. For more information about the organization and its overarching purposes, please see <http://www.curriculumandpedagogy.org>

For this collection, we invite two types of submissions: reflections and chapters:

- Reflections are short submissions (under 2000 words) that need not follow the conventions of academic prose or approach, to include arts-based, non-prosaic, or other representational forms suitable for book publication. Reflections that are made in forms that cannot be represented in a book, but might be hosted on a Web page will also be considered. Reflections will be reviewed by the editorial team and should be submitted for consideration by March 25th.
- Chapters are longer submissions (5000 words) including alternative formats from workers/teachers/scholars/activists/artists. Chapters will undergo blinded peer review, and we ask that prospective authors send a 150-word abstract for the first round of reviews. Abstracts (and all subsequent submissions) should be blinded, and authors should include a separate cover sheet that details authors' names, affiliations, and other relevant information. Manuscripts should follow the APA style for references and bibliography. Chapter submissions follow the schedule listed below.

All submissions and relevant inquiries should be sent to 2019CP.Book@gmail.com

There will be two rounds in the chapter acceptance process: abstract submissions and then full-length submissions. Accepted abstract submissions will move on to the next round of review (blinded peer review), and authors at that stage will be invited to submit full-length pieces. As such, please note that acceptance at the abstract stage does not confirm acceptance in the final collection.

- Deadline for 150-word abstract/intent of proposed submission: February 1st, 2019
- Editorial decisions on abstracts sent on or around February 11th, 2019
- Deadline for invited full length Chapters: March 25th, 2019
- Deadline for Reflection pieces (no abstract review required): March 25th, 2019
- Peer review feedback and decisions by April 29th, 2019
- Revised/final Submissions due May 20th, 2019

Warm regards,

Shalin Lena Raye, Stephanie Masta, Sarah Taylor Cook, & Jake Burdick, Eds.

Curriculum and Pedagogy Series
Curriculum and Pedagogy Group
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