

A CALL FOR PROPOSALS ADDRESSING Anti-Black Racism in Education

More than 400 years after a ship carrying the first 20 enslaved Africans arrived on North American soil at Point Comfort (currently known as Hampton), Virginia, in August 1619, activists and thinkers gathering across the United States and around the world under the powerful banner of “Black Lives Matter” have forced a profound moment of reckoning. The violent atrocities and social degradation inflicted on African slaves beginning in 1619 is perpetuated today on the African slaves’ African American descendants through anti-Black rhetoric and actions. In 1619, enslavement as a plantation capitalistic paradigm was the American mechanism used to destroy Africans’ identity, customs, and humanity, but this destruction continues to reveal itself in society in anti-Black behavior in all institutional forms, including economics, politics, legislation, policing, criminal justice, public welfare, and of course, education (Nichols Fairfax, 2020; Nobles, 2013). Systemic racism and racialized organizations propagate and uphold anti-Black racism as well as anti-Black policies, activities, ideologies, and dispositions (Ray, 2019). Each of us must confront all of America’s history, which include the laws, policies, practices, attitudes, and assumptions that continue to reproduce anti-Black racism in our institutions and day-to-day lives. *Educational Researcher*—and the education research community—is no exception.

As co-editors of *Educational Researcher*, we are moved by the Black Lives Matter movement’s sharp critiques and brave truth-telling. Further, we are inspired by how this movement is opening radical new possibilities for social change. By engaging with difficult truths and exploring new possibilities, we believe that scholars and practitioners can create more just educational systems. In that spirit, we are inviting submissions that explicitly confront anti-Blackness in education research, policy, and practice and that explore the potential of education for Black liberation. These submissions should revolve around the influences of anti-Black racism and/or efforts to counter anti-Black structures, practices, and beliefs. We plan to feature these contributions in a peer-reviewed special issue that will, we hope, launch an ongoing conversation about racial justice.

Acknowledging that addressing anti-Blackness requires a wide range of conceptual approaches and methodologies—and consistent with *Educational Researcher*’s mission to highlight scholarship from across our field—we welcome empirical and theoretical contributions from a broad range of perspectives. The many issues these articles might address include, but are not limited to:

- ▶ Analyses of anti-Blackness in the foundations of education research
- ▶ Global perspectives on anti-Blackness
- ▶ Colonization and decolonization in education
- ▶ Education for Black liberation and/or applications of Black liberation theology
- ▶ School desegregation and resegregation
- ▶ Policing in schools
- ▶ Design and implementation of restorative justice programs
- ▶ Black teachers/teaching and Black leaders/leadership
- ▶ Black parent organizing and forms of family engagement
- ▶ Carceral pedagogies and abolitionist pedagogies
- ▶ Racial bias in educational measurement
- ▶ Racial justice in access to higher education
- ▶ How scholars of different races are coming to terms with anti-Blackness
- ▶ Anti-Blackness and anti-Black rhetoric in K-12 course curricula and textbooks
- ▶ Anti-Black framings in out-of-school learning spaces

The above list is not inclusive. Because we hope this special issue will reflect the field’s rich diversity, we are making an open call for proposed submissions to this special issue. We are particularly open to pieces that cut across disciplinary and theoretical boundaries and generate new ways of conceptualizing and studying racial justice in education.



Interested authors should submit a structured abstract of no more than 1,000 words summarizing the following aspects of their proposed submission:

- ▶ Background/Context
- ▶ Purpose/Objective/Research Question/Focus
- ▶ Research Design/Methods
- ▶ Findings/Results
- ▶ Conclusions/Implications

Proposals received at REditor@aera.net, before November 6, 2020, will receive full consideration. *ER* encourages submissions of three types of research articles: feature articles, reviews/essays, and briefs. *ER* also welcomes commentaries in the policy forum and book review forms. Please see <https://journals.sagepub.com/author-instructions/EDR> for a full description of manuscript submission types.

We anticipate that authors will receive invitations by December 4 to submit full papers for the special issue. Complete articles will be due by April 19, 2021. All submissions will be subject to peer review. Accepted articles will be published online prior to publication in the print journal.

We hope this special issue will begin a specific conversation about anti-Black racism and the need for racial justice in education, while also encouraging discourse in *ER* and in other arenas. We are excited to receive your scholarly submissions.