

**Call for Proposals
2012 Editing Team for the
13th Annual Curriculum & Pedagogy Conference Edited Book**

The Curriculum and Pedagogy (C&P) group invites members to present proposals concerning the creation of an editing team. The purpose of this editing team is to solicit manuscripts, for the annual edited collection (published in partnership with Information Age Press), based on papers delivered at the 13th Annual Curriculum and Pedagogy conference in New Orleans (November 7-10, 2012). The editing team will be responsible for conceptualizing the collection's theme, organizing the manuscript, and reviewing/editing solicited manuscripts for the purpose of publication.

Book Description:

The edited book will be a maximum of 220 book pages, allowing for 8-12 papers of no more than 25 manuscript pages each (6,000 words), including references. Proposals for Editing Teams should be submitted to the Publications Committee via e-mail (mmcdermott@towson.edu) by Wednesday, October 24th, 2012, at midnight.

In order to meet publication deadlines, manuscripts submitted for consideration in this edited book, must be submitted to the editing team no later than December 31, 2012. The successful Editing Team must be prepared to compile all selected manuscripts and other matter for the book by April 1st in order to meet publication deadlines for the 2013 conference meeting.

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 three 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, areas of interest, expertise, and academic and/or professional background of the team members.

Process

Please describe the process the Editing Team will use to solicit reviews and provide feedback and revision help to chapter authors. In the past Editing Teams have used different systems and processes, including involving graduate students in "editing workshops," multiple rounds of reviews, among others. The proposal should address any mentoring or other reviewing and editing processes that will be used, and it should include an anticipated timeline that details crucial milestones.

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/Thematic Statement for the Project

Describe how the Editing Team seeks to approach its framing of the book. Although the theme and title of the book will likely not be settled until all content is collected and theorized, prospective Editing Teams are encouraged to develop their particular vision for the book, both structurally and thematically.

The vision should also be consistent with the C&P Statement of Purpose. To read the C&P Statement of Purpose, please go to <http://www.curriculumandpedagogy.org/Conference.html> or see below. The vision statement must also include how the team will solicit and support submissions that are not traditional manuscripts—such as artworks, web-based work, and CD-ROM or DVD works—as a part of the edited book and/or the Conference website. Questions regarding vision and content may be addressed to the C&P Publications Committee: Morna McDermott, Publications Chair (mmcdermott@towson.edu), James Jupp (jjupp@astate.edu), Jubin Rahatzad (jrahatz@purdue.edu) and Bridget Bunten (bbunten2@washcoll.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.