

Call for Proposals Editing Team for the 2020 C&P Edited Book

The Curriculum and Pedagogy Group invites all members of the community to form an editing team and calls for proposals for the 12th Curriculum and Pedagogy Edited Book. The team will be responsible for soliciting, reviewing and editing manuscripts for the 2020 edited book.

Proposal Requirements:

We are looking for proposals aligned with C&P's purpose and mission supporting diversity and seeking ways to integrate, interrogate, and develop theories and practices for educational change and social justice. All proposals must contain the following information:

Team Membership

We encourage an editing team from two to four people, preferably with inter-institutional representation. This team 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 to maintain communication throughout the process. The leading team member will be in direct contact with C&P Publications committee and the publishing company.

The editing team will be responsible for planning the book's goals, calling for papers, setting deadlines, coordinate the review and editing process, and commit to the publisher requirements. The proposal should list contact information for all the team members, institution affiliations, and e-mail addresses.

Support

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

Vision Statement for the Project

We seek proposals with a vision statement indicating how you intend to produce a coherent and well-integrated voice, organization, and style throughout the volume. How the team will solicit and support submissions that are not traditional manuscripts? How kind of topics/theme(s) you desire to include in this collection?

Proposals for Editing Teams should be submitted to the Publications Committee via email by October 16, 2019 at 11:59pm. Questions may be addressed to members of the C&P Publications Committee: Freyca Calderon (fxc85@psu.edu), Cole Reilly (CReilly@towson.edu) or Laura Jewett (laura.jewett@utrgv.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.