

CALL FOR CHAPTER IDEAS

Deadline: January 15, 2008

CRITICAL EDUCATORS AT WORK: PERIL AND PROMISE

This book will represent the combined work of the Critical Educators for Social Justice (CESJ) Special Interest Group (SIG) of the American Educational Research Association (AERA)—educators and scholars who are committed to teaching, promoting, and implementing the principles of critical pedagogy in order to establish an educational movement grounded in the struggle for social and economic justice, human rights and economic democracy. CESJ's members are committed to cultural, linguistic, political, and economic self-determination within classrooms, schools and communities.

The contents of this book will be a step towards encouraging a serious educational process that cultivates intellectual rigor, creativity, critical engagement, and active participation in the world. Education, as a form of critical understanding, plays a crucial role in transforming society; therefore, we recognize the significance of sustaining the committed participation of educators whose work is founded upon these principles and whose work will be featured in this book.

One of the primary objectives of this book will be to promote communication and collaboration among critical educators and researchers working in public schools, universities, and community education programs. Our goal is to document the voices of critical educators in multiple settings, who work to unveil injustice, expose contradictions, and promote social action. Chapters within this book will offer insights and reflections on the status of schooling in a contradictory society beholden to the interests of a dominant elite and global world order. We are especially interested in work that illuminates efforts to encourage persistence and restore morale among critical educators struggling against the status quo.

In the spirit of a democratic process, the editors of this book are putting out a call to all interested authors, contributors, and readers, inviting them to help shape the content of this book, specifically the themes to be addressed, by submitting narratives that may later be turned into chapters for this book. Please see the attached guidelines for more details.

The editors will work with the preliminary submissions of narratives to develop the themes of the book and will then issue a call for chapter proposals for peer review.

Critical Educators at Work: Peril and Promise

Guidelines for Submissions

We are seeking well-written, well-focused submissions of personal and professional narratives describing the perils and/or promise of individuals involved in the work of social justice.

Submissions should include brief descriptions of the author's/authors'

- work in social justice (e.g., goals and actions)
- work environment (e.g., schools, community projects, academia)
- struggles faced (e.g., roadblocks, policies that impede, relative status of individuals)
- sustaining factors or supports for the work in social justice

When possible, submissions should include concrete descriptions of

- the process used to address the obstacles to doing the work of social justice
- the results and/or future prospects

Submissions must be

- typed and submitted electronically as a Word document, RTF file, or a PDF file
- between 500 and 750 words
- clearly written, focused, and grammatically edited

Not all submissions will be included in the book project; however, all submissions will be kept confidential and will be treated with respect.

Initial submissions should not be confused with chapter submissions. A call for chapters will be a later step in the book project.

Please send summaries and/or inquiries electronically to Karen Gourd at ka-ren.gourd@gmail.com.

Please tell your friends and colleagues about this call for narratives of work in social justice.

Deadline for submissions is January 15, 2008.