Call for Papers

Why We Can’t Wait: (Re)Examining the Opportunities and Challenges for Black Women and Girls in Education

The Journal of Negro Education issues a Call for Papers for a special issue to be published in summer 2016 to illuminate the lives and experiences of Black women and girls in educational settings, policies, and practices. Lori Patton Davis, Associate Professor, Indiana University, Kimberlé Crenshaw, Professor, University of California, Los Angeles & Columbia University, New York, Chayla Haynes, Assistant Professor, University of Northern Colorado, and Terri N. Watson, Assistant Professor, The City College of New York will serve as guest co-editors.

Fifteen years ago, The Journal of Negro Education published the special issue, “Black Women in the Academy: Challenges and Opportunities.” Advancing the thematic contributions of the 2001 issue, this special issue will review the investments that researchers and policymakers have made in the prior 15 years and will position Black women and girls at the center of educational research, policies, and effective practices. This special issue will feature articles representing comprehensive, theoretically grounded, cutting-edge scholarship and research that illuminates the experiences of Black women and girls in a range of educational contexts. Moreover, this special issue will bring greater attention to the intersectional experiences of Black women and girls and will offer implications and recommendations for future research.

This special issue aims to:

- Disrupt structural inequities that subjugate the lives and education of Black women and girls;
- Place the history and social circumstances of Black women and girls at the center of educational research; and
- Amplify the scholarship of Black women on Black women and girls, acknowledging the unique and important contribution of Black women scholars on eliminating gender and racial inequities in education.

We encourage submissions from Black women scholars and others who use their intellectual pursuits to straightforwardly expose the social and educational needs of Black women and girls. Submissions should address topics pertaining to educational (in)equality, and also issues of knowledge production that interrogate and disrupt dominant narratives that subjugate Black women and girls (See African American Policy Forum’s Report: Black Girls Matter: Pushed Out, Overpoliced and Underprotected). Manuscripts that engage these topics might focus on the following experiences of Black women and girls throughout society, but particularly those within the P-16 setting: (1) zero tolerance policies; (2) caregiving and family structures; (3) health disparities & well-being; (4) identity politics; (5) state-sanctioned and/or private violence; (6) activism, civic engagement, & civil disobedience, and (7) economic, political, or global discourses on social mobility.

For consideration, please submit a 15- to 20-page manuscript inclusive of references by December 1, 2015 to journalnegroed@gmail.com, with Black Women and Girls in the subject line. All inquiries should be directed to one of the guest editors, Dr. Lori Patton Davis, lpatten@indiana.edu or Dr. Terri N. Watson, twatson@ccny.cuny.edu. Invited authors will need to submit completed manuscripts by March 11, 2016.

For more than 80 years, The Journal of Negro Education has been the leading purveyor of a wealth of scholarly research concerning Black academia. The quarterly journal is operated under the auspices of the Howard University (HU) School of Education (SOE). With world-wide readership and subscribers, JNE has published distinguished scholars that include Horace Mann Bond, Ralph J. Bunche, W. E. B. Du Bois, and Kenneth B. Clark. The current Editor-in-Chief is Dr. Ivory A. Toldson; itoldson@howard.edu.