

Call for Tracks

Deadline November 1st, 2024

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I. Theme: Thinking Beyond Carcerality and State Education Toward Black Futurities and Freedom Dreaming

Schooling is a process intended to perpetuate and maintain society's existing power relations and the institutional structures that support those arrangements.

—Dr. David Stovall

What I think that Black professors, psychologists, and journalists can do is to provide a space for us to talk about the impossibility of Black life, and . . . that is a revolutionary act and is highly significant.

—Dr. Frank B. Wilderson III

Schooling often materializes the inequities attached to race and class in ways that are damaging for Black students, but that is exactly what schools are designed to do (Stovall, 2018). Stovall (2018) distinguishes the difference between 'schooling' and 'education,' defining schooling as a "corrosive, deadening place intended to dislodge people of color from social fabrics that affirm and protect their existence (p. 56). Both BE and Stovall maintain that school is *not* education. While school is a colonial trap, education can be a political tool empowering students to resist and disrupt state-sanctioned violence. Envisioning pathways beyond the physical borders of school and toward the project of liberation is rooted in creativity and freedom dreaming. So the question is: how do we get free from schooling in its current manifestation?

Schools are sites of contradictions (Marie, & Watson, 2020) and our freedom dreaming has to contextualize them as such. As educators, we have been attempting to resolve the conflicting nature of schools by asking: How do we do the challenging individual and collective work of acknowledging this contradiction while we care for ourselves and others? How do we return education to a place that invests in Black epistemologies to help nourish Black educators and students through transformative and abolitionist pedagogy? We ask ourselves this, knowing that the pathway toward building a freedom dream will not come without dedicated work.

This call seeks submissions that build on Stovall's investigations into abolition and freedom dreaming,

examining the nexus of liberation and education, and the intersection of race, place, and school (Stovall, 2018). We invite works fostering discourse between communities, students, scholars, families, and educators to deepen our understanding of how Black identity, carcerality, and schooling are mediated through a Critical Race and BlackCrit lens, drawing upon Stovall's concepts to advocate for liberatory education. We aim to collaboratively devise strategies that disrupt, challenge, and reconstruct the stifling environment of schooling, paving the way for educational liberation.

The producers invite original manuscripts (theoretical and empirical), creative works, resources, and community works (that have not yet been published on any website, journal, or book) from educators, activists, scholars, and students. The topics of interest include but are not limited to:

Schools Suck, but They're Supposed to

- How are students of color thriving despite the schooling system?
- How do we work collectively to ensure education is a public interest rather than a private benefit?
- How are schools reproducing carcerality?

Prison, Education, and Freedom Dreaming

- How do we break free of the carceral nature of schooling?
- What new futures are we radically imagining and what ideas can we pull from our collective imagination and ancestral lineage to enact change?
- The nexus of schooling and prison is cemented. How is the intertwined nature of schooling, incarceration, and schooling for the incarcerated connected to freedom dreaming?

Abolitionist Pedagogy

- How is abolitionist pedagogy more than a refusal of current systems or a destructive and (de)constructive act toward the future?
- How do Black abolitionist educators navigate the physical, mental, and spiritual tolls of working in PWIs, carceral environments, or other spaces unwelcoming to Black existence?

- How can we adapt abolitionist pedagogy in spaces that enable us to expand, teach, and embody notions of abolitionism?

References

- Marie, T., & Watson, K. (2020). Remembering an apocalyptic education: Revealing life beneath the waves of black being. *Root Work Journal*, 1(1), 14.
- Stovall, D. (2016). Schools suck, but they're supposed to: Schooling, incarceration and the future of education. *Journal of Curriculum and Pedagogy*, 13(1), 20-22.
- Stovall, D. (2018). Are we ready for 'school' abolition?: Thoughts and practices of radical imaginary in education. *Taboo: The Journal of Culture and Education*, 17(1), 6.
- Wilderson, F. B. (2018). "We're trying to destroy the world": Anti-blackness and police violence after Ferguson. Shifting corporealities in contemporary performance. M. Gržinić and A. Stojnić, Palgrave Macmillan: 45-59.

II. General Information and Policies

The Call for Submissions for the 2024-2025 Journal of Black Educology "Mixtape" invites teachers, scholars, community members, and students to participate in an ongoing conversation about the state of Black education.

Black Educology producers and guest producer Dr. David Stovall invite multiple types of submissions: individual tracks, creative works, community voices, resources, bonus tracks, and youth speaks (submissions from students 12-18 years old).

Submissions not meeting the criteria outlined below may be removed from consideration.

1. **Proposals are accepted via Google Form only at <http://bit.ly/BEtrack>.**
2. **Originality of submissions:** Only tracks and creative works that have not been previously published are eligible.
3. **Due Date:** Proposals are due by July 28th, 2024.

Please include the following in your proposal submission:

1. Cover Page that includes:

- a. Manuscript title or title of creative entry
- b. Author or artist name(s) (Please identify corresponding authors)
- c. Affiliation(s)
- d. Email addresses for all authors
- e. Brief author/artist(s) bio(s): Your bio-statement should not exceed 100 words for each author/artist and should include a brief overview of the work you do in education and/or community settings.

2. Abstract:

- a. A brief summary of your work.
- b. Length should not exceed 100 words.

3. Proposal:

- a. The proposal should be approximately 500 words, excluding references.
- b. The proposal should include theoretical grounding and the significance of the work.
- c. The proposal should conclude with how each track advances the ethos of Black Educology.

4. Submit the proposal at <http://bit.ly/BEtrack>

- Peer review completed by December 10, 2024
- Final revised manuscripts due January 15th, 2024
- Anticipated publication in Spring 2025

For general questions, contact the BE team at info@blackeducology.org

IV. Common Mistakes and FAQs

Common Mistakes

1. Exceeding the word limit (tracks have different word limits).
2. Submitting a previously published or presented paper.
3. Submitting the same track to more than one publication.
4. Not indicating the correct category for your submission (e.g. track, youth speaks, community voices, bonus track, resources)

FAQs

1. Do I need to be Black to submit?
 - a. It helps
2. Does my work need to focus on the Black community and education?
 - a. Absolutely
3. Do I need to cite previously published tracks from Black Educology?
 - a. Yes, 3-5 tracks.
4. What is the word count for a **Track** submission?
 - a. 15 words or fewer for paper title
 - b. A 150-word Abstract
 - c. A 100-word bio for each author
 - d. 3000-8000 words per track (not inclusive of references)
 - e. Follows APA style guidelines (no footnotes)
5. What is the word count for a **Bonus Track** submission?
 - a. 15 words or fewer for paper title
 - b. A 150 Word Abstract
 - c. A 100-word bio for each author
 - d. 3000-8000 per track (not inclusive of references)
 - e. Follows APA style guidelines (no footnotes)

III. Submissions, Procedures, and Policies

1. Submissions must arrive by the deadline if you are invited to submit a final track or creative work. The submission form opens on September 1st, 2024, and closes on November 1st, 2024 at 11:59 PM Pacific Standard Time.
 - a. Sometimes life be lifeing though. If you have any difficulty meeting this time frame please let us know as soon as possible and we will do our best to support you.
2. Submissions will be accepted upon invitation.
3. **Completeness of submissions.** Only submit a complete track. See the FAQs section for specific guidelines per category of submission.

Projected Timeline

- Proposal due July 28, 2024
- Invitation to submit full track by August 18, 2024
- Full-length article due by November 1, 2024
- Notification of acceptance by December 1, 2024

6. What is the word count for a **Community Voices** submission?
 - a. 10 words or fewer for paper title
 - b. A 100 Word Abstract
 - c. A 100-word bio for each author
 - d. 1000-5000 per track (not inclusive of references)
 - e. Follows APA style guidelines (no footnotes)
7. What is the word count for a **Youth Speaks** submission?
 - a. 10 words or fewer for paper title
 - b. A 100 Word Abstract
 - c. A 100-word bio for each author
 - d. 1000-3000 per track (not inclusive of references)
 - e. Follows APA style guidelines (no footnotes)
8. What is the word count for a **Resource** submission?
 - a. 15 words or fewer for paper title
 - b. A 150 Word Abstract
 - c. A 100-word bio for each author
 - d. 1000-8000 per track (not inclusive of references). Creative works, syllabi, and/or lesson plans are all welcome.
 - e. Follows APA style guidelines (no footnotes)

For more information check out:

→ [Twitter](#)

→ [Instagram](#)

→ <https://repository.usfca.edu/be/>

→ <https://blackeducology.org/>

→ [Purchase BE products](#)

