

# Call for Tracks

## Special Issue of *Black Educology*

### ***Punished For Dreaming***

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Special Guest Producer

**Bettina Love**

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*There is no need to apologize, compensate, or even acknowledge harm when it has been erased from society through textbooks, book bans, legislative bills, and ultimately america's memory" —Bettina Love*

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



For Black people, education has always been a transgression, the act of reading punished by beatings, sharing knowledge punished by lynching, and the act of dreaming is punished by literal and figurative death. In *Slavery by Another Name* (2008), Blackmon explains how the role of racial capitalism rooted in the institution of slavery is categorically connected to the development of the prison industrial complex—both created to extract mental and financial wealth from Black bodies and communities. Although american<sup>1</sup> descendants of slavery have yet to receive reparations for the generational and continual aftermath of slavery (Sharpe, 2016), the call for reparations took center stage following the 2020 murder of George Floyd. In

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<sup>1</sup> We intentionally lowercase to highlight its shortcomings and paradoxical and ostensible nature of being a united country.

San Francisco, the Dream Keepers Initiative was launched in an effort to redirect resources from law enforcement to better support the Black community. Cute start, but we know this is not enough to adequately address the historical wrongs that continue to morph into present wrongs that impact Black people today.

In Bettina Love's (2023) *Punished For Dreaming*, she makes clear that "there is no pipeline: Black people's lives, regardless of location, are carceral. Schools are too often just another place where Black bodies are disciplined, tested, harmed, aged, and disposed of." Education often materializes the inequities attached to race and class in ways that are most damaging for Black students and that is exactly what schools are designed to do (Duncan-Andrade & Morrell, 2008; Love, 2019; Marie & Watson, 2020; Stovall, 2018). Schools reinforce oppression in harmful ways and actively work to prevent Black people from using school as a vehicle of transformation. To that end, the demanded reparations for Black people have extended beyond the harms of generational enslavement to include the damage caused by and within the apparatus of education. **Love (2023) asks us to dream beyond the current system and offers readers a path toward educational liberation.** She invites us to define the exact shape of this liberation.

This call seeks submissions that not only build on her blistering critique of the educational system but also work to advance educational liberation for Black students and teachers. This special issue highlights select chapters from *Punished for Dreaming* to declare the utility and necessity of transformative education by acknowledging the need for educational reparations and affirming Black teachers/students ability to save ourselves. We invite submissions that build on critical themes from Love's work. Our goal is to work toward collective action that is rooted in building, fighting, and dreaming in ways that disrupt, subvert, and destroy antiblackness in education.

**The producers invite original manuscripts (theoretical and empirical) and creative (art, poetry, zine, afro-futuristic, etc.) work that has not yet been published on any website, journal, or book from educators, activists, scholars, and students that address any of the following topics:**

- **Black Children At Risk**
  - *How do schools work as a disservice to Black students/teachers?*
- **No Entrepreneur Left Behind**
  - *What are the repercussions of educational policies on Black students?*
- **Erasure**
  - *How have attacks on CRT worked to erase Black possibility and freedom dreaming?*
- **Carceral Inevitability**
  - *How do Black teachers disrupt the reproduction of carcerality in schools?*
- **Standardizing Carcerality**
  - *How do we disrupt the "lynching tool" of standardized testing?*
- **White Philanthropy**
  - *What would Teach for **Black** America look like?*
- **The Trap of DEI**

- *How can we challenge DEI to better serve Black students/teachers?*
- **Let Us Celebrate**
  - How do we build an ecosystem of Black joy, knowledge, and affirmation as resistance within the educational apparatus?
- **A Call For Educational Reparations**
  - How will educational reparations for Black people be good for all people?

**Submission Guidelines:** Please submit your manuscript (3,000-8000 words), creative works, or questions to [blackeducology@gmail.com](mailto:blackeducology@gmail.com) by **November 10, 2023**.

### Projected Timeline

- **Full-length article due by November 10, 2023**
- **Notification of acceptance by November 20, 2023**
- **Peer review completed by December 1, 2023**
- **Final revised manuscripts due December 31, 2023**
- **Anticipated publication in Spring 2024**

### References

Blackmon, Douglas A. (2008). *Slavery by another name: the re-enslavement of Black Americans from the Civil War to World War II*. New York: Doubleday

Duncan-Andrade, J. M. R., & Morrell, E. (2008). The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools (Vol. 285). Peter Lang.

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Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.

Marie, T., & Watson, K. (2020). Remembering an apocalyptic education: Revealing life beneath the waves of black being. *Root Work Journal*, 1(1), 14.

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