**Call for Papers for a Special Issue of *Gender and Education***

Special Issue Guest Editors:

Kirsten T. Edwards, Denise Taliaferro Baszile, and Nichole A. Guillory

***Theorising Curriculum in Colour and Curves: Black Women with/in Curriculum Studies***

Curriculum Studies has for several decades worked to challenge hegemony, injustice, and silence within the larger field of Education. Borrowing from sociological, philosophical, cultural, theological, and historical criticism, the field has established itself as an ever-present clarion call for educators to remain reflexive and committed to the emancipatory aims of our vocation (Pinar, Reynolds, Slattery, & Taubman, 2008). Nevertheless, while occupying a critical and sometimes marginal space within the broader field of Education, Curriculum Studies, similar to other fields, struggles to identify a historical and contemporary intellectual tradition marked by Black female subjectivities. This silence is not the result of evidentiary lack or absence.

From the slave woman quoted in Gerda Lerner’s *Black Women in White America* to the likes of Anna Julia Cooper, Ida B. Wells, Barbara Christian, bell hooks, Angela Davis, and Patricia Hill Collins among others, Black women’s theorizing has contributed in significant ways to thinking through the dilemmas of education, liberation and democracy. And although their voices are sometimes whispered in Curriculum Studies discourse, the depth and breadth of Black women’s contributions has yet to be recognised as a significant, collective body of work in the field. Curriculum Studies’ epistemic amnesia is an ongoing reminder of the strength of imperialist White supremacist capitalist patriarchy, and the ways in which even the most critical spaces can fail to recognize the contributions and even the very existence of Black women (hooks, 2015, p. 1). Even today as curriculum theorists frame curricular texts as racialized, gendered, sexualized and classed, often drawing on the theoretical writing of non-dominant scholars, the canonical family tree continues to be centered primarily on dominant identities, perspectives and concerns. In other words, there is still much de-centering work to be done.

It is within this context that we wish to explore Curriculum Studies’ theorizing of Black women, and wish to mine the historical and contemporary contributions of Black female students and educators to the ever-evolving and complicated conversation that is Curriculum Studies. This special issue is crafted as a platform upon a dialogue of revision and reconciliation within Curriculum Studies can take place with regards to the field’s relationship with Black women students, teachers, and critical theorists. This special issue will therefore respond to the lacunae and elucidate the on-going work of Black women in shaping Curriculum Studies as a field.

***We are particularly interested in contributions that address the following topics:***

* Black women and curriculum history, with a particular commitment to writing/representing that helps to change extant knowledge about Black women in curriculum discourses, and a focus on Black women’s contributions in traditional and non-traditional pedagogical spaces, in public and private spaces, and in real and imagined spaces.
* Black women and “Curriculum of Place,” drawing on the works of William Pinar and Nicholas Ng-Fook, with particular consideration to the ways in which Black women’s communities have the potential to create a unique “curriculum of place” or curricula of place; identifying pedagogical, theoretical, and epistemic practices and commitments that emerge at the nexus of Black women’s lives within their communities.
* The Black feminized body as curricular text, recognizing and resisting representations of Black women’s bodies as animalistic, hypersexual, grotesque, and always at work by building on the existing theoretical work of Black women who have reclaimed Black women’s bodies as sites of knowing and as producers of knowledge; also considering the ways Black women’s bodies are “read as text” (Baszile, 2008, p. 252), and the influence such reading has on curricular and pedagogical experience.
* Black women in the Diaspora and curricular absences, excavating the knowledges produced by Black women outside of Euro-America; utilizing various philosophical, sociological, psychological, and cultural lenses, contributing authors to this special issue will explore the lives of Black women throughout the diaspora as pedagogical and influential in regards to community organization and curricular development.

Proposals should be for original articles not previously published (including in conference proceedings) and that are not currently under consideration with another journal or edited collection.

***Deadlines***

Abstracts of no more than 1000 words should be emailed to Kirsten T. Edwards, Denise Taliaferro Baszile, and Nichole A. Guillory by 5 July 2015. The editors are happy to discuss ideas prior to the deadline.

Selected authors will be invited to submit a full-length paper (5000-9000 words) by 30 August 2015. It is anticipated that peer-reviewing will be complete and final editorial decisions reached in the first half of 2016.

***Abstracts and queries should be sent to:***

Kirsten T. Edwards, University of Oklahoma, USA [kirsten.t.edwards@ou.edu](mailto:kirsten.t.edwards@ou.edu),

Denise Taliaferro Baszile, Miami University, USA [taliafda@miamioh.edu](mailto:taliafda@miamioh.edu), and

Nichole A. Guillory, Kennesaw State University, USA [nguillo1@kennesaw.edu](mailto:nguillo1@kennesaw.edu)