

CALL FOR PAPERS

The Urban Review (TUR) Journal Special Issue

“Book banning, Censorship, and Ethnic Studies in Urban Schools”

Guest Editors: Luis Urrieta, Jr. & Margarita Machado-Casas

Given the recent attacks on ethnic studies program in urban schools, the censorship campaigns against books like Paulo Freire's *Pedagogy of the Oppressed*, and the conservative white backlash against empowering educational approaches for minority urban youth, this special issue of *The Urban Review* seeks to continue building a collective awareness and critical consciousness about these timely and important issues. Specifically, we seek to highlight the generally negative and counterproductive consequences of book banning and censorship for collective, personal, and academic freedoms, and the detrimental effects this has on minority education in particular. This special issue also aims to raise awareness about the increasing hostility toward different types of empowering, emancipatory, and transformative education, methods, pedagogy and curricula for working with urban youth, especially in minority communities; including the debilitating constraints of high-stakes testing regiments and euro-centric curriculum standards. Furthermore, we seek to explore the various ways Latin@s and other minorities in the U.S. are resisting, countering, and creatively subverting these attacks. We are particularly interested in manuscripts that include the voices and stories of students, community members, teachers, and scholars affected personally by these attacks as well as those involved in the various resistance movements and organizing efforts against these attacks.

Our hope is that the special issue will help further expose the violation of first amendment rights, international minority education rights, international indigenous people's educational and linguistic rights, and academic freedom as well as serve as a call for action by policy makers at state, national, and international levels. We hope this special issue will provide a forum for scholarship that addresses the political urgency of the growing assault on urban minority education, especially in Latin@ communities as well as on spaces of hope, activism & resistance.

We welcome manuscripts that offer theoretical perspectives; research findings; innovative methodologies; theoretical & pedagogical reflections; and implications related to (but not limited to) the following areas:

- First amendment rights violations
- Effects of book banning for bilingual/Multilingual communities in AZ and in the US
- Student voices, reactions and examples of student agency
- Scholar's resistance amidst these attacks
- Counter narratives by affected communities
- Teacher agency which explores how educators navigate obstacles and overcome barriers in urban schools, districts, local or state contexts

- Parental and community agency in support of urban youth and schools and in overcoming racial discrimination and political oppression caused by the banning of ethnic studies programs and books
- Historical and contemporary contexts of book banning for personal and collective freedoms
- A Chicana, Muxerista-centered perspective on book banning
- The struggle in Arizona (and elsewhere) to combat restrictive and anti-immigrant measures such as SB 1070 and HB 2281
- Youth coalitions related to the DREAM Act movement and its connection ethnic studies & book banning
- Policy and legislative call for national & international action against the violation of minority and indigenous education and linguistic rights

The selection of manuscripts will be conducted as follows:

1. Manuscripts will be judged on strength and relevance to the theme of the special issue.
2. Manuscripts should not have been previously published in another journal, nor should they be under consideration by another journal at the time of submission.
3. Each manuscript will be subjected to a blind review by a panel of reviewers with expertise in the area treated by the manuscript.
4. Manuscripts recommended by the panel of experts will then be considered by the TUR guest editors and editorial board, which will make the final selections.

Manuscripts should be submitted as follows:

1. Submit via email both a cover letter and copy of the manuscript in Microsoft Word to Margarita Machado-Casas (margarita.machadocasas@utsa.edu).
2. Cover letter should include name, title, short author bio, and institutional affiliation; indicate the type of manuscript submitted and the number of words, including references. Also, please indicate how your manuscript addresses the call for papers.
3. Manuscripts should be no longer than 7,500 words (including references). The standard format of the American Psychological Association (APA) should be followed. All illustrations, charts, and graphs should be included within the text. Manuscripts may also be submitted in Spanish.

Deadline for submissions is August 20, 2012. Please address questions to Margarita Machado-Casas (margarita.machadocasas@utsa.edu) and Luis Urrieta, Jr. (urrieta@mail.utexas.edu). This special issue is due to be published in 2013. Consequently, authors will be asked to address revisions to their manuscripts during the fall of 2012.