

***Ethnic Studies Pedagogies, Volume 3, Issue 2***  
**CALL FOR SUBMISSIONS**

***THEME:***

**Re-rooting Intersectional Ethnic Studies: Racial Capitalism, Coloniality, and Resistance**

***LEAD EDITORS:***

Enrique C. Ochoa (Cal State LA) [eochoa3@calstatela.edu](mailto:eochoa3@calstatela.edu)

Gilda L. Ochoa (Pomona College) [gilda.ochoa@pomona.edu](mailto:gilda.ochoa@pomona.edu).

***Open Call for Submissions: January 20, 2025***

***Proposals due: March 1, 2025***

***Submissions due: July 1, 2025***

***Publication date: December 2025***

There are multiple roots and branches of critical ethnic studies. Its seeds and sprouts are everywhere from classrooms, homes, bars, clubs, community spaces, kitchen tables, and picket-lines (and numerous other spaces). Centuries of struggles for land, liberty, autonomy, and liberation by Indigenous, Black, and communities of color have created liberated spaces across time and space that serve as inspirations for ongoing and future struggles. Such resistance and critical analyses of structures of capitalism, settler colonialism, racism, and cis-hetero patriarchy have also thrived in communities for hundreds of years outside the gaze of colonizers, enslavers, and others holding up the structures and ideologies of inequality. These community-based analyses have numerous influences, including and not limited to Marxist approaches, Third World revolutionary struggles in Africa, Asia, Latin American, and the U.S., radical feminist movements, and popular education projects in working class and rural communities.

As the backlash against Ethnic Studies PK-University intensifies throughout the U.S., it is more important than ever to nurture these diverse genealogies and spaces where critical education takes place. As some school districts in California and elsewhere rush to offer ethnic studies classes to satisfy graduation requirements, attention to the specificity of place, histories, and experiences are also important for avoiding

homogenized, canned curriculum that undermines the power and possibilities of ethnic studies.

Within this contemporary context, this issue seeks to center the work of community engaged educators and community-based organizers who employ critical ethnic studies approaches. We seek contributions from educators, organizers, cultural workers, interdisciplinary scholars, students, and community members who are rooting and nourishing critical ethnic studies approaches that interrogate power relations and aim to restructure power in classrooms and communities. Contributions can be in a variety of forms, including but not limited to scholarly research, teacher and student narratives, reflections, poetry, manifestos, visual art, archival histories, creative writing, and photography.

This issue of *Ethnic Studies Pedagogies* is especially interested in submissions that speak to the following, but not limited to:

- Teaching about racial capitalism, coloniality, and/or cis-heteropatriarchy;
- Place-based approaches to critical ethnic studies (this can include curricular examples or research studies that center on a particular site or geographic place);
- Differing manifestations of ethnic studies and struggles for ethnic studies depending on state policies and demographics;
- Transnational approaches to ethnic studies;
- Indigenous struggles connecting struggles for land to liberatory pedagogies;
- Moving critical ethnic studies beyond classrooms;
- Lessons learned from past or contemporary struggles for critical ethnic studies;
- The limits or cautions of confining ethnic studies to individual storytelling;
- Adopting both/and approaches that attend to the specificity of experiences or place while also contextualizing them in larger structures of power;
- Classes or programs that address class, work, and labor organizing in a multiracial and intersectional framework.
- Community spaces where critical ethnic studies approaches are being used;
- Challenges or opposition to teaching, researching, and/or doing the work of critical ethnic studies.

## **SUBMISSION PROCESS**

Please submit a 500-word proposal by **March 1, 2025**, detailing contributing authors, methodologies, and how it connects to the issue's theme and broader journal vision. Complete manuscripts, based on accepted proposals, are due **July 1, 2024**. All

manuscripts should contribute to a living archive of ethnic studies pedagogies in all its forms, written from and for anti-racist, decolonial, and rehumanizing movements both inside and outside K-12 contexts.

Proposals will undergo an initial review. If accepted, Lead Editors will contact you for further questions about the project. Our review process is collaborative and pedagogical in nature. Accepted proposals that lead to a full manuscript will be published **December 2024**.

Please consult the Submissions guidelines in our journal website for more detailed information: <http://ethnicstudiespedagogies.org/SUBMISSIONS/>

**SUBMISSION LINK: Please send all submission to** Enrique C. Ochoa: [eochoa3@calstatela.edu](mailto:eochoa3@calstatela.edu) and Gilda L. Ochoa: [gilda.ochoa@pomona.edu](mailto:gilda.ochoa@pomona.edu).