CALL FOR CHAPTER PROPOSALS FOR AN EDITED BOOK

Working title:
Pedagogies that challenged history…and the histories that challenge our pedagogies

Editor: Encarna Rodríguez (erodrigu@sju.edu), Saint Joseph's University

This book will present the reader with representations of a variety of public schools in three different continents (North America, South America, and Europe) and spanning across the 20th century that have contested the educational discourses of their time and have engaged in innovative ways of teaching disenfranchised communities. In essence, Pedagogies that Challenged History is a call to contest current national and international educational discourses that equate teaching with test scores and that believe in the standardization of education as a legitimate foundation for educational reform. By looking at schools that have tried to “imagine” a different educational path, this book intends to remind all of us that good education has always required a high degree of intellectual commitment and social imagination and that we can renew this commitment by reflecting on the tapestry of experiences that public schools have undertaken to better serve students in poor communities.

The core of every chapter in the book will be a description of the specific curriculum implemented in the featured school. This part will also include an account of the way in which this curriculum intended to articulate a particular vision of education and the issues faced along the way. To contextualize this description, the first part of every chapter will provide a general historical overview of the time covered in the description of the school as well as the main issues that public education faced at that time. Following this description of the curriculum, the third part of every chapter will provide an analysis of the importance of the school in the sociopolitical moment in which existed and, if pertinent, its importance in the present.

The schools to be included in this book will not be representative of the schools of their time or of the way in which schools tried to create alternatives to normalized education. Rather, they will be selected as “evocative” examples of how schools have tried to empower socially marginalized communities in very different historical, social, and cultural contexts. Chapter proposals, therefore, should focus not on the degree or quality of educational changes attempted by the school, but on the innovative elements of the school’s curriculum that expand our imagination and can provide us, in our particular historical context, with new insights on how to teach students from disenfranchised communities.

All chapter proposals have to address public schools. Exceptionally, proposals can include schools that, even when not technically public, they may have functioned de facto as such by being the only educational institution in the area at the time. All proposals also need to address schools that have served socially disenfranchised, poor, or marginalized
communities. The schools featured in the proposal can be large or small, rural or urban, long lasting or short-lived, or have served any grades K-12. Submitted chapters may be grouped in sections such as schools that created new pedagogical paths, schools born out of community control, schools that taught against or despite harsh political contexts, schools sponsored by institutional changes, or schools that tried to disrupt the historical and social narratives society imposed on their students. Additional themes are expected to emerge to warrant additional/different sections.

This book intends to be a resource in any course that looks at education from an interdisciplinary perspective and that emphasizes a holistic view of educational change. It also intends to be a resource for courses in the areas of history of education, curriculum, teacher education, educational policy, and sociology of education. Ultimately, this text intends to be a useful tool for any professional in the field of education, including current school teachers and administrators, who are dissatisfied with the narrowness of the current rhetoric of school reform and who are looking for creative ways to transcend it.

If interested, please submit a brief description of the school (no more than 500 words) and of the features of its curriculum that you think are particularly relevant for this project by June 1, 2012. Please attach a short CV with your recent publications. Authors whose proposals are selected by the editor will be notified by July 1, 2012. The deadline for the final draft for chapters is December 1, 2012.

Please direct proposals and inquires to Editor: Encarna Rodríguez (erodrigu@sju.edu)

The Editor: Dr. Encarna Rodríguez is an Associate Professor in the Department of Educational Leadership at Saint Joseph's University, Philadelphia, US. She has published a number of articles on curriculum reform and neoliberalism. Her current areas of research include the role of constructivism in curriculum reforms and the internalization of curriculum in teacher education programs. She is also the author of Neoliberalismo, Educación y Género, a study of the curriculum reform in Spain during the first socialist administration. Her works have been published in scholarly journals such as Journal of Curriculum Theorizing, Educational Philosophy and Theory, Teacher Education Quarterly and Revista de Educación (Spain) among others.