

JAAWGE

Journal of African American Women and Girls in Education

Inaugural Issue | Call for Papers | Journal of African American Women and Girls in Education

The Time is Now: (Re)visioning, (Re)assessing, and (Re)storing the State of Educational Research for African American Women & Girls

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We are at a time and place where the lives of African American women and girls have to do more than "matter" in education; their experiences must be researched, understood, and enhanced through transformative educational praxis. The *Journal of African American Women and Girls in Education* (JAAWGE) is issuing a Call for Papers for its inaugural issue. JAAWGE seeks to elucidate the educational experiences of African American Women and girls across a variety of contexts and geographic settings. Through this journal, we seek to illuminate their educational narratives by placing their voices at the forefront of research and discourse while leading and creating pathways that are not only attainable, but sustainable. Through this inaugural issue the editors seek to aggregate a collection of research that examines significant developments as well as emerging topics. This issue will highlight research from various fields that speak directly to the state of African American women and girl's education. We encourage submissions that address the multiplicity of these women and girl's experiences in education across disciplines, and that utilize a vast array of theoretical frameworks and methodological approaches.

Possible Topics: For this inaugural issue, we are seeking: 1) empirically guided manuscripts (qualitative, quantitative, or mixed methods), 2) conceptual/theoretical manuscripts, and 3) theory to practice manuscripts that address the current educational landscape of African American women and girls within the various academic or programmatic specialties. This issue will explore how education can be (Re)visioned, (Re)assessed, and (Re)stored through research across subfields of education. Specifically, we seek voices from a variety of research areas that address established as well as emergent lines of inquiry. Finally, we seek to affirm and celebrate African American women and girl's experiences in education from a strength-based, non-deficit context, while understanding the necessity of important considerations and challenges that

warrant attention from educational stakeholders. Possible topics on African American women and/or girls might include:

- PK-12 Education
 - Affirming brilliance, inquisitiveness, and potential in early childhood education;
 - Resisting master narratives about race in literary texts/readings;
 - Effective models for pre-service teacher preparation programs that teach decolonizing practices;
 - Out-of-School Time STEM activities that foster achievement socialization;
- Educational Leadership/Higher Education
 - Educational administrators that foster inclusion in schools through programmatic shifts and discourse;
 - Administrative/Program advancements that disrupt homogenic ways of being that systematically and strategically work against Black women in higher education.
 - Program review of community colleges that create unique pathways to career readiness;
- Counseling/Educational Psychology
 - School counseling that supports social/emotional needs to allow for more than “counterspaces” - making every space an affirming one;
 - Psycho/social factors that best predict resistance to bullying;
- Policy/Power/Politics
 - Under-researched topics that continue to challenge educators to see African American women/girls as achievers, rather than through a distorted lens of criminalization;
 - Policy development and implementation that have demonstrated potential to ensure justice, equity, and liberation in Black girlhood;
 - School models that create genuine and equitable partnerships with families that affirm and support the whole child;

*NOTE: Examples above are not reflective of an exhaustive list of topics, rather samples to demonstrate the possible scope of topics.

Submission Procedures: Authors should submit a 5,000-7,000 word manuscript (inclusive of references) as a Microsoft Word document, using Times New Roman, 12-point font, and adhering to the American Psychological Association (APA) Sixth Edition for stylistic formatting and referencing. All submissions are subject to a blind peer-reviewed process, with accompanying feedback provided as necessary. All manuscripts should be submitted to the JAAWGE website submission portal by May 15, 2019.