

# Call for Manuscripts

## ***TEACHING THE STRUGGLE FOR CIVIL RIGHTS, 1977-Present***

**Edited by John A. Moore**

**Western Kentucky University**

**A VOLUME IN THE SERIES: *TEACHING CRITICAL THEMES IN AMERICAN HISTORY***

***Publisher Peter Lang***

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This volume will serve as a continuation of the volume (*Teaching the Struggle for Civil Rights, 1948-1976*). This 1977-Present volume will provide pre-service teachers, in-service teachers, social studies methods teachers, and college level social studies content faculty a variety of resources for teaching and learning about the Civil Rights Movement since 1977. From its founding, the United States has been a part of global conversation on how to promote justice and prevent abuses of individual rights. Clearly, the development of universal principles of human rights and humanitarian law is an essential story in the history of the United States and the world. Human rights education is also referenced in the College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013).

According to the Southern Poverty Law Center (2012), civil rights history is an especially neglected topic in schools. The group, which recently completed a comprehensive review of state standards and curriculum frameworks, found that most schools virtually ignore it. To what extent are teachers able to delve deeper than what the law center's report characterizes as "lessons on a handful of heroic figures and the four words, "I have a dream"? Do you agree that the Civil Rights Movement is often either under-taught or poorly taught? How do you make civil rights issues relevant to your students and connect such issues to today? What attitudes and background knowledge do your students bring to the subject? What is

hard about teaching civil rights issues, and what successes have you had? This volume, *Teaching the Struggle for Civil Rights, 1977-Present*, will enhance opportunities for educators to explore these and other essential civil rights curriculum questions.

In an effort to include the various social studies disciplines, this volume will offer teachers the opportunity to consider economic, geographical, political, psychological, and sociological factors that help shape the status of civil rights from 1977-present. Given that social studies teachers often investigate ways to integrate other social studies disciplines when they teach topics within their specific social studies discipline, this volume will be distinctive in that it will broaden the scope of civil rights as not being limited to history and/or civics. This process is congruent with the National Council for the Social Studies (2014) C3 Framework's "call for students to demonstrate competency within a disciplined inquiry." Thus, the particular benefits offered by this volume's content will be appealing to teachers who teach in civics, economics, geography, history, psychology, or sociology classrooms.

The goal of this volume is to provide pre-service teachers, methods instructors, and inservice teachers with historical content and resources that allow them to teach the modern Civil Rights Movement through an intersectional lens. **Manuscripts must be submitted for peer-review by December 30, 2018. Authors will be notified of acceptance by February 1, 2019.**

#### **Chapter Topics:**

For the sake of cohesiveness and continuity, it would be practical for this volume to follow a similar format of its preceding volume. Therefore, each section will include a Historical Analysis essay and a Pedagogical Challenges essay highlighting teaching ideas or lesson plans. Chapters should be 10-12 pages in length.

#### ***Historical Analysis essays should:***

1. Provide disciplinary content on a major topic related to the Civil Rights Movement between 1977-Present.
2. An analysis of the major secondary literature on the theme
3. Include a description of the key primary source documents
4. Suggested Topics: The topics listed below are not intended to be an exhaustive list.

\*\*\*The historical essays will be written primarily by historians with some essays contributed by experts representing the other social studies disciplines.

#### **Economic Perspectives in the Civil Rights Movement, 1977-Present**

- Civil Rights during the Carter Administration, 1977-1981
  - Office of Minority Business Enterprise (OMBE)
  - Summer Youth Employment Program
  - Jobs for Youth
  - Minority Bank Development Program
  - Minority Broadcast Ownership Program

### **Geographical or Global Perspectives in the Civil Rights Movement, 1977-Present**

- 1980 United States boycott of the Summer Olympic Games in Moscow to protest the late 1979 Soviet invasion of Afghanistan
- Apartheid in South Africa

### **Political Perspectives in the Civil Rights Movement, 1977-Present**

- The Impact of Voter Registration
- Establishment of the Martin Luther King, Jr. Federal Holiday
- Civil Rights Restoration Act of 1988
- Civil Rights Act of 1991
- The Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act, 2009

### **Psychological Perspectives in the Civil Rights Movement, 1977- Present**

- Community Psychology: emphasis on the lack of attention to the value of social justice / although it tries to reform existing structures to ameliorate harsh conditions, it does so without challenging the status quo's underlying legitimacy.
- Critical Psychology: insists that we cannot eliminate oppression without transforming oppressive institutions and altering the basic premises of unjust systems.
- Social Psychology and Social Justice

### **Sociological Perspectives in the Civil Rights Movement, 1977-Present**

- Civil Rights during the Carter Administration, 1977-1981
  - Black College Initiative
  - Discrimination in Housing
  - Undercount of Minorities in the Decennial Census
  - National Research Council's Findings on Health Hazards in Inner -Cities
- Mass Incarceration and the Struggle for Civil Rights
- Perceptions of Race, Criminality, and Social Stratification
- Disability Rights
- Police Brutality and Civil Rights
- "Black Lives Matter"
- Deferred Action for Childhood Arrivals (DACA) program.

### **Pedagogical Challenges essays should:**

Provide an overview of the challenges in teaching a specific topic (such as those listed above).

Authors might consider how specific civil rights topics are influenced by common pedagogical challenges such as:

- The limits of textbooks/supplementing the textbook narrative
- Using compelling questions to challenge the master narrative of Civil Rights Movements
- The problems with connecting the past and present
- Teaching controversial issues in a post 2016 Election world
- Making inferences regarding the future as it relates to present civil rights issues

Provide ideas on how to teach the content while addressing Common Core Standards, NCSS Thematic Strands, the C3 Framework, and Common Core State Standards.

Authors will also be invited to include lesson plans connected to their essay or stand-alone lesson plans. Lesson plans should conform to the provided template. (see **website**)

#### **General Formatting\***

Submitted manuscripts should conform to the following guidelines:

- MS Word .doc or .docx,
- 12 point
- New Times Roman font
- double-spaced
- 1" margins
- APA Style Citations

\*[Additional guidelines](#) available on website.

#### **Timeline for Submissions**

Initial Manuscript Submission: December 30, 2018

Peer Review & Acceptance: February 1, 2019

Final Manuscript edits: June 1, 2019

Completed Book to Peter Lang October 1, 2019

Prospective authors may contact Dr. John A. Moore, Professor of Social Studies Education, Western Kentucky University, via email at [john.moore@wku.edu](mailto:john.moore@wku.edu)