

College and University Faculty Assembly 2018 Annual Conference
Chicago, IL—Hyatt Regency
November 28-30, 2018

Call for Submissions

Expanding the Intellectual Contours of Social Studies Education in Troubling Times

Social studies education is paradoxically positioned in the 21st century. Arguably, our current dichotomized social and political climate can be partly attributed to the institutional decay of social studies education in K-12 schools and universities. Within this contemporary climate, the personhood of individuals in groups who have been historically marginalized such as Indigenous peoples, African Americans, Asian American, Latinx, LGBTQ, women, immigrants, and religious minorities are threatened.

In these troubled times, social studies education must *resist* the institutional decay that has bankrupted notions of citizenship and the personhood of marginalized peoples. Our scholarly community must work together with teachers, community leaders, organizers, and activists to provide a template to help our citizenry

reconceptualize definitions of democracy, democratic education, citizenship, and civic education.

Of course, this is not a nascent phenomenon. For decades, if not centuries, civic educators have established traditions of diverse and sophisticated scholarship calling upon citizenship education—in various manifestations—to serve as a heuristic for rethinking conceptions of citizenship and civic identity in challenging times. Over time, individuals and groups such as Carter G. Woodson, W.E.B. DuBois, Marion Thompson Wright, Jane Addams, Jovita Idar, Harold Cruse, Angela Davis, and the Black Panther Party among many others have called for an equitable and democratic approach to citizenship education from primary school to the university to the community. The efforts of these aforementioned thinkers, scholars,

Alexander Cuenca
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practitioners, and public intellectuals served as challenges to specified threats to our multicultural democracy.

What is clear from these examples—both past and current—is that educational resistance to threats to our multiple citizen and civic identities, and ultimately our collective humanity, was not and cannot be intellectually insular in nature. Furthermore, how unique threats to democracy and specified groups of citizens play out in our schools must not and cannot be mitigated through traditional approaches. When broadly conceived as an intellectual endeavor, social studies education and civic educators have been at the forefront of pushing our schools and society to resist threats to democracy during troubling times.

With this context established, this year's CUFA annual conference theme is *Expanding the Intellectual Contours of Social Studies Education in Troubling Times*. You are invited to submit paper, symposium, or alternative format proposals that broadly address the major theme or three sub-themes as it relates to theory, research, and practice in social studies education. The three sub-themes are as follows:

1. **Intersectional Citizenship:**
How do we mediate the intersection of citizenship with

our multiple identities during challenging times? Proposals for this theme should consider how citizenship [education]—both local and global—is often projected as a linear construct, but is rather layered by the intersectional identities we occupy along racial, ethnic, cultural, linguistic, gendered, and religious lines.

2. **Critical Issues:** How should social studies education position itself as a field to be leaders in determining how we grapple with critical issues? Proposals for this sub-theme should address issues such as xenophobia, homophobia, racism, sexism, and critical media literacy in addition to many others. These critical issues have always defined the contours of our global lexicon on citizenship, but are now manifest in daily socio-political discourse.
3. **Transdisciplinary Perspectives:** How can social studies education be more broadly conceptualized by drawing from and/or working in concert with other disciplines? Proposals should address the intersection of social studies theory, research, and praxis with other educational domains such as curriculum studies, cultural studies, and bilingual/bi-

cultural education. In addition, proposals are strongly encouraged which consider theory and thought that emerge from other disciplines such as African studies, Black/African American studies, Latin American studies, Indigenous studies, LGBTQ studies, Religious studies, etc.

This program also welcomes proposals in fields relative to social studies education that have been historically excluded or viewed as peripheral in larger discourses of what constitutes social studies. In alignment with the conference theme, we also invite proposals from scholars at all stages: P-12 teachers, graduate students, faculty, independent researchers, and community activists. Concurrently, proposals can address multiple contexts including but not limited to P-12 education, teacher education, public pedagogy, and related fields of higher education.

Proposal Format and Instructions

All proposals are due March 9, 2018 by 11:59pm PST. Please fill out the electronic submission form and upload your proposal at cufa2018.socialstudies.org.

To preserve the integrity of the blind peer review process, please do not

include the names or affiliations of authors and presenters in the proposal document. The Program Chair reserves the right to disqualify submissions in which authors' identifying information is revealed. In addition to completing the online proposal submission form, presenters must provide a PDF or Microsoft Word compatible document as described below. All submissions should be blinded for review. File upload limit through this form is 30MB. If accepted, final papers should be limited to 8,000 words, including references.

Individual Papers (Paper or Roundtable Sessions)

Comprised of several independently proposed papers, an individual paper session gives authors an opportunity to present abbreviated versions of their empirical, theoretical, or conceptual scholarship. Individual papers will be presented in both traditional paper presentation and roundtable formats. You are asked to indicate your preferred presentation format in the title page of your proposal, although, the CUFA chair and program chair will make final decisions about presentation format based on submissions and program space.

Each proposal should include the following elements: a) the title; b) an abstract of 50 words or less that

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matches the abstract entered on the proposal submission form; c) the purposes and/or objectives of the study; d) the theoretical framework or perspective; e) research design and/or methods of inquiry; f) findings or arguments and their warrants; g) the importance of the work's contribution to scholarship; and h) references. It is understood that theoretical, conceptual, or methodological papers will include information equivalent to research design or methodology. To preserve the integrity of the blind peer review process, please do not include the names or affiliations of authors and presenters in the proposal document. Proposals should not exceed 2,000 words, excluding the references and abstract.

Symposium (Organized Panel Sessions)

A symposium is a fully planned session, involving multiple presentations or participants (no more than six), a chair, and a discussant. Symposia proposals should not exceed a total of 3,500 words. Symposium proposals should include the following elements:

- a) the symposium title
- b) an abstract of 50 words or less that matches the abstract entered on the proposal submission form
- c) an overall symposium summary of 500 words or fewer without any author/participant

identification addressing the following session elements:

- a. objectives of the session, overview of the presentation,
- b. scholarly or scientific significance,
- c. and structure of the session

In addition to the general required elements of the symposium proposal, each presenter/participant should include the following:

- d) a title of 15 words or fewer for each presenter/participant in the symposium that is different from the overall symposium title
- e) a summary of 500 words or fewer for each presenter/participant in the symposium. Only one consolidated document is required. Each paper/presentation summary in the symposium must address and will be reviewed on the following six elements: 1) Objectives or purposes; 2) Perspective(s) or theoretical framework; 3) Methods, techniques, or modes of inquiry; 4) Data sources, evidence, objects, or materials; 5) Results and/or substantiated conclusions or warrants for arguments/point of view; 6) Scientific or scholarly significance of the study or

work. It is understood that theoretical, conceptual, or methodological papers will include information that is the equivalent of element 4 for those genres of scholarly work.

- f) Symposium submissions should include chairs and, preferably, discussants, with appropriate expertise.

Research into Practice (RIP)

RIP sessions offer CUFA members the opportunity to discuss and demonstrate the implications of research for educational practice. Given RIP sessions' association with the regular NCSS Conference program, audience members typically are classroom teachers, teacher educators, and some supervisors and school administrators. With that audience in mind, presentations should feature scholarly, yet accessible, discussions and activities of interest to practicing educators. The NCSS leadership has allocated six one-hour timeslots for RIP sessions on Friday, November 30. Instructions for RIP sessions follow the same as contemporary issues dialogue sessions listed immediately below.

Contemporary Issues Dialogue

The contemporary issues dialogue format offers conference attendees an opportunity to explore contemporary

issues or dilemmas in social education via a unique forum not represented by paper sessions and symposiums.

Contemporary issues dialogues can include informal discussions, town hall meetings, structured poster sessions, off-site visits, video presentations and performances, and book talks. **This year, you are encouraged to submit media sessions that are centered around public scholarly books (e.g., *Stamped from the Beginning: The Definitive History of Racist Ideas in America* by Ibram X. Kendi) or short films/documentaries (e.g., *13th*), that are peripheral to, yet have implications for social studies theory, research, and/or practice.**

Sessions that promote active participation and open dialogue among audience members are strongly encouraged. Proposal authors will determine how time is to be allocated during contemporary issues dialogues.

Contemporary Issues Dialogue and RIP session proposals should include the following elements, as appropriate: a) the title; b) an abstract of 50 words or less that matches the abstract entered on the proposal submission form; c) the purposes and objectives of the session; d) theory and research in which the session is grounded; e) methods of presentation or modes of activity for the session; f) findings or arguments and their warrants; and g) references. Proposals

should not exceed 2,000 words, excluding the references and abstract.

Collaborative Initiative Session

As an off-shoot of contemporary issues dialogue sessions, collaborative initiative sessions are intended to highlight how educators across various levels—P-12, teacher education, higher education, public settings, and activist and non-profit organizations—come together to foster civic and citizenship education learning experiences for students, families, and community members in formal and informal educational settings. While it is understood that paper sessions and symposia can address collaborative initiatives, this new session format is intentionally designed to invite K-12 teachers, activists, and other educational stakeholders who have traditionally been absent from CUFA while also highlighting the cross-pollination of thought and effort that pushes the boundaries of social studies education research and practice.

Proposals for the collaborative initiative session should adhere to the same word count and format as contemporary issues dialogue sessions. However, proposal narratives should make a discernible effort to highlight the collaboration of various stakeholders in our civic climate.

Registration

Presenters and attendees will need to register for the conference at www.socialstudies.org.

Reviewers, Chairs and Discussant

Ensuring an engaging, diverse, and quality CUFA annual conference requires your participation as a reviewer, chair, or discussant. Please sign up to serve as a reviewer, chair, and/or discussant by March 9, 2018 via cufa2018.socialstudies.org. Upon visiting the website, please click the "Sign-Up" link underneath the heading "Review and Program Committee." You will be prompted to enter your information, select topics for review, and sign-up to be a chair and/or discussant.

Awards

Those submitting individual paper proposals will have an opportunity to nominate their papers for two awards: the Kipchoge Neftali Kirkland Social Justice Award and The National Technology Leadership Initiative (NTLI) Fellowship Award. The winners of both awards will be announced at the 2018 CUFA business meeting in Chicago, IL.

The Kipchoge Neftali Kirkland Social Justice Award honors the legacy and memory of Kipchoge Neftali Kirkland, an inspirational educator, researcher, and spoken word artist.

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Dr. Kirkland strove to meet the needs of underserved and marginalized populations through his life's work and activism. The award recognizes an innovative social justice-related paper presented at the CUFA Annual Meeting that makes a distinguished and significant contribution to promoting social justice in educational research and teaching. Eligible papers should demonstrate an integrative analysis and/or make an important theoretical, methodological, or empirical contribution to scholarship in social education.

The National Technology Leadership Coalition Initiative (NTLI) Fellowship Award recognizes an exemplary paper related to technology in social studies education presented at the CUFA Annual Meeting. The award emerged from collaboration among the Society for Information Technology and Teacher Education (SITE), the NTLI, and CUFA. Winners of this award also are asked to present their papers at the SITE Annual Meeting, and following editorial review, their papers are eligible for publication in the Contemporary Issues in Technology and Teacher Education Journal (www.citejournal.org), cosponsored by professional associations related to

technology integration in social studies (CUFA), science (ASTE), mathematics (AMTE), English (CEE), and education in general (SITE).

Travel Grants

Per available funding, support for conference travel and attendance is typically offered through our Small Colleges and Universities Faculty Forum (SCUFF) and the Scholars of Color Forum. Calls for travel grant applications are issued by each forum several months prior to the conference.

Social Media

Please follow CUFA updates and feel free to tweet using the hashtag #CUFA18 on Twitter. In addition, CUFA updates will be provided through the organization's Facebook page.

Questions & Inquiries

If you have any questions about the call, proposal submission process, or reviewer sign-up process, please contact Dr. Chris Busey, 2018 CUFA Program Chair, at CUFAConference2018@gmail.com. Thank you for your hard work and commitment to the social studies education community.