

## Call for Chapter Proposals

### Latinx Curriculum Theorizing

Edited by

Theodorea Regina Berry, Ed.D.  
Associate Professor  
The University of Texas at San Antonio  
College of Education and Human Development  
Department of Interdisciplinary Learning and Teaching

Crystal A. Kalinec-Craig  
Assistant Professor  
The University of Texas at San Antonio  
College of Education and Human Development  
Department of Interdisciplinary Learning and Teaching

Mariela A. Rodríguez  
Professor  
The University of Texas at San Antonio  
College of Education and Human Development  
Department of Educational Leadership and Policy Studies

**Edited Volume Purpose:** This volume will be a collection of scholarship for/from Latinx perspectives that exists in curriculum studies/curriculum theory courses and led to these questions: (1) What is the significance of the presence and absence of Latin@ curriculum theorizing? (2) In what ways is Latinx curriculum theorizing connected to (a) curriculum, as a general concept, (b) schools' purposes, goals, and objectives and (c) curriculum as autobiographical?

The first question is embedded in curriculum ... as historical, racialized, gendered, political, social, and aesthetic. The Latinx collective is a group of peoples in different geographical spaces whose work and/or identities addresses the independent origins (historical) and indigenous histories (racialized, historical) that were individually influenced (social) by Spanish imperial conquests (political). As such, various aspects of the lived experiences in these spaces are an amalgamation of indigenous and imperial notions (Moreno, 1999). Not excluded as an aspect of these experiences is curriculum. Not unlike the Black curriculum experience inside and outside of the United States, the Latinx collective curriculum experience embodies the values, beliefs, customs, and traditions of a peoples that incorporate the knowledge determined necessary to know with what Grant, Brown, and Brown (2016) would describe as knowledge connected to “the unity between experience and thought” (p. xvii).

Recognizing, acknowledging, accepting, and respecting Latinx as collective, this volume will also address curriculum from voices representative of the varying geographical, historical, and

political spaces identified as Latinx including (but not limited to) North America (Mexico), The Caribbean (Cuba, Dominican Republic, Puerto Rico) ), Central America (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama) and South America (Argentina, Bolivia, Chile, Columbia, Ecuador, Paraguay, Peru, Uruguay, Venezuela) . Additionally, this work invites the perspectives and scholarship of non-Latinxs whose praxis benefits members of the Latinx collective who are students and/or educators. Such work takes a critical examination of the researcher/scholar identity within the Latinx community (Darder & Torres, 2013).

The second question is connected to the ways curriculum exists in US context, spaces, places, and understandings. Language is an important component that is critically tied to the learning experiences of Latinx students in US public schools (Gándara & Contreras, 2009). As such, curricular aspects regarding learning English as a second language must be addressed as Latinx students who are English Learners (ELs) speak languages at home other than English, primarily Spanish. In particular, a critical review of restrictive language policies (Gándara & Hopkins, 2009) and their impact on curriculum for Latinx ELs must be addressed.

Audience: The intended audience for this book is curriculum scholars, Latinx scholars, policymakers, teacher educators, teacher leaders, and graduate students interested in curriculum studies.

Chapter Length: Chapter proposals must not exceed 250 words excluding references. Completed chapters must not exceed 8000 words (about 30 double spaced pages) including references tables, figures, and charts.

Chapter Proposal Submission Requirements: in submission of the Chapter Proposal, please include the following information: (1) Name(s) of authors and institutional affiliation; (2) Title of proposed chapter; (3) proposal narrative, not to exceed 250 words excluding references. Additionally, the chapter proposal must identify which one of the three parts of this edited volume you believe the proposed chapter would best fit:

**Part One: *Latinx Curriculum and Content/Subject Matter***

This section will include work that addresses the ways in which people of the Latinx diaspora are included in content subject matter to include mis/representations and absences.

**Part Two: *Latinx(s), Curriculum, and Schools: Addressing Goals, Objectives, and Purposes***

This section will include work that addresses the ways in which schools, school leadership, and school systems develop and implement goals, objectives and purposes of schooling with, for and/or against the Latinx educational community.

**Part Three: *Latinx Currere, Latinx Curriculum as Autobiographical***

This section will include work that addresses the historical and cultural roots and contributions of curriculum from the Latinx diaspora and will also examine and explore currere as Latinx.

Timeline: Chapter Abstracts are due November 1, 2017. Please submit abstracts to Theodora Regina Berry at [theodora.berry@utsa.edu](mailto:theodora.berry@utsa.edu)

## References

Darder, A., & Torres, R.D. (2013). *Latinos and education: A critical reader* (2<sup>nd</sup> ed.). New York: Routledge.

Gándara, P., & Contreras, F. (2009). *The Latino education crisis: The consequences of failed social policies*. Cambridge, MA: Harvard University Press.

Gándara, P.C., & Hopkins, M. (2010). *Forbidden language: English Learners and restrictive language policies*. New York: Teachers College Press.

Grant, C., Brown, K., & Brown, A.L. (2016). *Black intellectual thought in education: The missing traditions of Anna Julia Cooper, Carter G. Woodson, and Alain LeRoy Locke*. New York: Routledge.

Moreno, J. F. (1999). *The elusive quest for equality: 150 years of Chicano/Chicana education*. Harvard Educational Review. Cambridge, MA: Harvard Educational Review.