



CALL FOR PROPOSALS

The Challenges and Possibilities of Intersectionality in Education

Review of Research in Education (RRE)

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The 2018 volume of *Review of Research in Education (RRE)*, “The Challenges and Possibilities of Intersectionality in Education,” will publish reviews that further the understanding of how intersectionality has been taken up in education research. Originally rooted in Black feminist epistemology and critical race theory, intersectionality is an analytical concept, an orientation, and a methodological approach aimed at understanding and addressing relationships of power and inequality within social spaces. Researchers working within an intersectional framework try to account for the dynamic and complex ways that race/ethnicity, class, gender, sexuality, religion, citizenship, ability, and age, among other things, shape individual identities and social life. As editors, we seek research syntheses that address three key areas:

How have intersectional approaches produced new knowledge about education?

We seek reviews that will contribute to the understanding of the strengths and weaknesses of intersectionality for examining the complex realities of education, as well as the commonalities and tensions across different engagements with intersectionality. We also encourage reviews that combine historical analyses of intersectionality in education research with critical assessments of conceptual and empirical studies that point to new directions for the field.

What are the theoretical and methodological implications of the concept of intersectionality within the field of education?

We also encourage researchers to explore intersectionality across field and disciplinary boundaries and to consider the theoretical and methodological implications of conducting intersectional analyses in education. For example, what is the relationship between intersectionality and interdisciplinarity? What are the challenges associated with integrating perspectives from across disciplines or theoretical traditions and mediating the assumptions and approaches from each perspective? Potential authors could also explore methodological challenges associated with intersectionality: Can an intersectional conceptual framework be used with traditional methodological perspectives or approaches? Are existing methods too limited for engaging in intersectional analyses?

How have scholars, practitioners, and activists used intersectional approaches to address complex educational and social problems and promote interventions that foster equity and social justice?

The field could benefit from synthetic reviews, critical explorations, and assessments of the use of

intersectionality “on the ground” in diverse educational projects and settings. We encourage reviews that address activism and intersectional work across boundaries (e.g., educational sectors, national and other spatial boundaries) and that span local and global contexts. How have scholars, activists, and practitioners attempted to engage in intersectional analyses while also enacting political, cultural, and economic transformations? What did they accomplish? Were there common barriers and challenges they encountered across these projects? Are there any promising methods, strategies, and techniques emerging related to intersectionality?

The editorial team will review proposals and invite authors to prepare manuscripts based on the overall objectives of the volume and the promise of each proposed work. Proposals are due **February 15, 2017**. The authors invited to submit manuscripts will be notified by April 1, 2017, and will be expected to submit final manuscripts for peer review no later than July 1, 2017, to allow for publication at the beginning of the 2018 year. Proposals for manuscript submissions should not exceed 1,000 words, and should be submitted to <https://mc.manuscriptcentral.com/rre>. All inquiries should be submitted to RREeditor@aera.net. Final manuscripts for *RRE* articles are expected to be 8,000–10,000 words long (inclusive of references and figures).

2018 *RRE* Editors

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