

CALL FOR BOOK PROPOSALS

for the new book series entitled

Critical Perspectives on Power, Identity, and Whiteness

Series Editors: Paul R. Carr, Virginia Lea, & Darren E. Lund

In countries where the dominant language is English, such as the US, Canada, Australia, New Zealand, and the United Kingdom—and in the rest of Western Europe—corporate, militaristic capitalism, neoliberalism, and increasing racial-ethnic, religious, and linguistic diversity are increasingly associated with growing inequality. This reality is reflected in the uneven quality of schools, where the majority teaching population is largely comprised of White middle class people, while the student body is increasingly diverse, both across and within school districts. In this context, the need to contextualize, understand, and critique hegemonic forms of Whiteness that constitute privilege and power is becoming fundamental to the mission of teaching and learning.

There are currently widespread calls for the need to acknowledge diversity in teacher education programs, formal elementary and secondary school curriculum, pedagogical practices, and educational policy development. However, even the best intentions are not always followed with tangible and meaningful outcomes.

The major institutions in a democratic, multicultural society should place value on different forms of knowledge, beliefs, and practices. They should give space to discourses that contribute to socioeconomic, political, and environmental equity and justice. They should encourage debate and critique. From this perspective, this book series seeks to engage readers, learners, teachers, parents, researchers, scholars, community activists, and members of the broader public interested in a critical multicultural dialogue on the complex intersections of power, identity, and whiteness. The series aims to link theory and practice, and in so doing, further our ability to problematize key societal and educational concerns related to whiteness. The series editors align themselves with the view that taking action for transformative change in and through education, in the spirit of what Paulo Freire called *conscientization*, is the role of educators who seek to address the needs of *all* their students.

These are some of the questions we will be addressing in this book series:

- How do we engage in critical discussions related to power, privilege, identity, and Whiteness when many multicultural frameworks of knowing and doing dissuade us from such work?
- How can we embark on this project in a way that places the emphasis on meaningful interaction over gut reactions of guilt, anger, and shame?
- How can we connect Whiteness to other intersecting and pivotal forms of being, marginalization, and identity? How can those of us who are categorized as White make sure that a dialogue about Whiteness pays particular attention to the perspectives of people of color, long marginalized by whiteness? How does the series ensure that people of color may train the critical lens of lived experience on Whiteness?

Through the hegemonic process, White people, both consciously and unconsciously, have sought to assert their superiority, to claim their right to greater incomes, wealth, power, and privilege—in other words, to place themselves at the center and/or in positions of leadership. Looking beyond the superficial mantra of a color-blind society, how can an inter-/trans-disciplinary analysis of the Whiteness project lead to

teaching and learning that strives for a more resolute and sustained critique of neoliberal, capitalist education? How can the series prepare students to become active contributors to a more equitable, socially just, and caring society?

Interested contributors to this book series are kindly asked to submit the following to the editors:

- a draft title of a proposed book
- a 500-word summary of the book, including a brief discussion of the theoretical/conceptual framework
- a 300-word statement on the focus of the book, intended audience, and any other relevant information

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