

## **Call for Proposals for CIEL *Teaching for Social Justice* book project**

### **Context:**

At the fall 2005 CIEL meeting at Daemen College in Buffalo, N.Y. the participants explored the theme of teaching for social justice from various perspectives. During the discussion period allotted after presentations and during informal settings, faculty began a dialogue in which the following questions began to emerge:

- What processes help students find a voice to engage in a discourse that questions their beliefs and identifies their moral stance?
- How can we help students and ourselves as faculty engage in the interrogation of dissonance, which emerges from challenging dominant discourses on the meanings of social justice?
- How can faculty and students gather the tools to investigate and problematize the intersections of their personal values, histories, experiences and biases, thus complicating their thinking about their own identities?
- How can our institutions create spaces for open and honest dialogue where teaching for social justice is a transformative process for both students and faculty?
- How can institutions with missions that seek to foster social justice promote its practice as a democratic ideal?

### **Call for Proposals:**

As members of the Consortium for Innovative Environments in Learning (CIEL), our institutions seek to foster civic engagement through innovative and creative educational practices. We believe that colleges can and are obligated to actively investigate and problematize these questions and the processes through which we promote civic engagement and the capacity for dialogue around issues of social justice.

Out of this belief, we are developing a book that addresses the following questions:

- 1) What are the civic mission(s) of colleges today?
- 2) What are the ethical, moral, pedagogical and organizational challenges to teaching social justice in the college classroom?
- 3) How do institutions of higher learning, college professors and students, and communities (professional, business, and non-academic) partner to facilitate teaching for social justice at the college level?

- 4) What are the ethical, moral, pedagogical and organizational qualities that support the mission of teaching for social justice at the college level?

In engaging these questions, we would like to encourage dialogue among authors and themselves AND other authors from the CIEL community that, in collaboration, reflect on each other's work. To this end, we encourage essays and theoretical or applied research from individuals or partnerships between faculty, students and administrators at CIEL institutions that explore these questions. We intend that each contribution will promote the emergent understandings that come from multiple levels of dialogue.

### **Emerging ideas:**

At the Pitzer Conference in Spring 2006, faculty explored the following ideas for possible submissions. We encourage you to add your own ideas to this list.

*What pedagogies and classroom structures support the development of student activists that are capable of examining their own perspectives and biases as they engage in community based work?*

*How do we teach professional studies in a manner that cultivates social and professional responsibility?*

*What does it mean for colleges to be moral and just places and how does the college experience prepare people for an engaged public life?*

*What are the ethical challenges of international education or study abroad, including the unexamined assumptions about the transformative nature of that experience and our moral obligation to protect study abroad "subjects" from the onslaught of our students?*

*What are the ethnical dilemmas in the tensions between the external pressures to move higher education toward a business model of accountability that typically does not engage the issues related to social justice and the desire to create classroom experiences that do so?*

### **Tentative submissions schedule:**

**April 15:** Call for Proposals out to student coordinators and faculty coordinators

**July 1:** 400-500 word proposal submitted to editorial committee

**August 1:** Response to those submitting proposals with suggestions for possible collaborations and/or dialogue with other authors

**October CIEL Meeting at Hampshire:** Outline and/or first draft due. At this time, we will devote at least a ½ day to workshopping the papers and pursuing opportunities for dialogue among the authors.

**January 10, 2007:** First draft of submission due

**March 1, 2007:** Editorial committee response

**Spring 2007 CIEL meeting:** Final layout of text

**June 2007:** To publisher