

CALL for SUBMISSIONS

Journal of Public Affairs Education Symposium

“Pedagogical Perspectives on Race, Class, and Gender in Community Development”

The *Journal of Public Affairs Education*, announces a special symposium on “Pedagogical Perspectives on Race, Class and Gender in Community Development.”

It has long been established within the field of community development, in addition to other academic disciplines, that the historical development of power relations within local communities tends to have a disparate impact on racial and ethnic minorities, women, and other individuals that are part of the ‘underclass’, which subsequently results, at least rhetorically, in the necessity for broader social responses of community development. Since community development usually attempts to build agency and capacity among these historically neglected groups, it raises the questions: *how are community development practitioners and academics trained to work with these disadvantaged groups in order to yield more successful community development outcomes? And, what are the best practices for integrating race, class, and gender into community development coursework?*

This symposium seeks to bring together an interdisciplinary group of authors to write on the importance of integrating race, class, and gender into college coursework and practitioner training programs in community development, in addition to pedagogical methods for this integration.

Potential papers may consider, but are not limited to, the following topics:

- Empirical analyses, including case studies, of the intercultural competence of community development practitioners and the need for training;
- The role of higher education- in terms of student preparation/ engagement/ collaboration- in community development practice and/or theory;
- Pedagogical tools and examples that can be used in the classroom to foster cultural competency; and
- Theoretical discussions on the merits and challenges of community-based research versus traditional research in terms of community development and student learning.

Papers can either focus exclusively on race, class, or gender or on the intersections of race, class and gender in the context of education and training for community development practitioners and/or researchers.

Guest editors for this symposium are Ashley E. Nickels, Rutgers University-Camden, and Jason D. Rivera, Rutgers University-Camden.

The deadline for manuscripts is March 31, 2014. Contributing authors will receive notification of tentative acceptance to the symposium from the editors by April 15, 2014, at which time tentatively accepted manuscripts will be sent out for peer review. The symposium is scheduled for publication in May 2015. All submissions should be emailed to the guest editors, Ashley Nickels (aen42@scarletmail.rutgers.edu) and Jason Rivera (jason.rivera8472@gmail.com) as a Word or PDF attachment. Please include “JPAE submission” in the Subject line.

Manuscripts should not exceed 30 double spaced pages including references. For information about the *Journal of Public Affairs Education*, in addition to style and format guidelines please refer to <http://www.naspaa.org/initiatives/jpae/jpae.asp>.

If selected, papers must be submitted to JPAE by May 31, 2014. Inquiries about the review process or about a particular manuscript should be directed to a guest editor, Ashley Nickels or Jason Rivera.