Since the 1990s, when educational institutions began espousing “multicultural education,” to today, when “diversity, equity, and inclusion” is a common theme in school curriculums, dance education has been paralleling societal trends. People of color in our society continue to experience discrimination, either directly as individuals, or systemically through the normative whiteness in our country and abroad. In our politically divided country today, issues of race permeate the news cycles. The Black Lives Matter movement was created to bring attention to the injustice of police violence against black men and women, as well as the racial injustices in US prison systems. Anti-immigrant sentiment has flared as the government attempts to overhaul outdated US immigration policies and procedures.

Dance educators respond to issues of race in a variety of ways, including making their classrooms welcoming to all races/cultures/ethnicities, acknowledging these societal conflicts within the curriculum, or making dances about them. Dance administrators may work towards hiring more faculty of color or offering a more diverse and inclusive curriculum. Dance artists in the community and private studio owners may develop initiatives to reach underserved populations with limited access to dance study and performance. This Special Issue aims to give visibility and voice to dance educators of color and their allies; dance educators of color are especially encouraged to submit articles.

Topics include but are not limited to:
- Understanding and responding to issues of race and racism within dance curriculums
- Black, Latinx, Asian, and other people of color in the classroom
- Race and access to jobs in dance education
- Dance in the inner-city school
- Promoting African-based dance forms in higher education
- Dance and immigration
- Re-visioning dance history
- Intersection between race & gender, &/or race & sexual orientation
- Pioneer dance educators of color who made a difference
- White allies combating racism

Submissions will undergo a double-blind, peer-reviewed process for publication in the Fall 2020 issue of JODE. Submissions may be for either the In-Practice column (1,500-3,500 words including references) or the Feature column (4,000-6,000 words including references). We will also offer a new category for this Special Issue, which is a 500-word commentary on a specific, relevant issue. Commentaries need not include references but should express a clearly articulated point of view intended to persuade readers of the urgency of the topic.

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SUBMISSION INSTRUCTIONS

All manuscripts should be submitted online via the ScholarOne website. [http://mc.manuscriptcentral.com/UJOD](http://mc.manuscriptcentral.com/UJOD)

Questions on what to submit? Contact Wendy Oliver (woliver@providence.edu)
Questions on how to submit? Contact Sherrie Barr (sherbriebarr@gmail.com) or Karen Schupp (karen.schupp@asu.edu)