The 2016 U.S presidential election and evolving political climate has confronted us all with the perpetual existence of systemic racism and xenophobia that has arguably been concealed by post-racial rhetoric. Since taking office, the Trump administration has asserted its grip on power, enabling a hostile climate that places money and greed above the sovereignty and human rights of indigenous and historically marginalized people and land. Public, K12 and higher education campuses continue to be sites of horrific waves of racism, bigotry, and violent extremism (SPLC, 2016) at the same time convicted racial profilers like Joe Arpaio are granted pardons. This is most recently demonstrated in Charlottesville where hundreds of white supremacists and neo-Nazi’s took to the University of Virginia campus motivated by racial hatred. The administration’s initial responses to Charlottesville demonstrate one of many ways that political and educational institutions maintain an inherited legacy of structural racism in tact (see Flores & Rosa, 2017).

Furthermore, Trump’s policy pistol has waged war on people of color and the free press, while appointing high-level advisors with nationalist ties to white supremacy and ethical violation rap sheets that far exceed mere conflicts of interest. The administration’s draconian budget plan include drastic cuts to research including the National Institutes of Health (NIH) that studies and trains scientists invested in finding treatments and cures for life threatening illnesses, and the Environmental Protection Agency, which strives to protect our air, water and health, as well as a proposal to eliminate the National Endowments for the Arts (NEA) and Humanities (NEH) and public broadcasting media outlets.

The appointment of U.S. Secretary of Education, Betsy DeVos and Supreme Court Justice Neil M. Gorsuch represent an unapologetic attack on public education and an anti-union agenda that threaten the due process and academic freedom rights of millions of K12 and post-secondary educators, alike. Lacking experience and tainted in unscrupulous conflicts of interest, Education Secretary DeVos makes no apologies for enabling corporate profiteers’ strongholds on education policy, bolstering the illusion of voucher and for-profit charter agendas as the great equalizer despite a blatant lack of evidence (Carnoy, 2017). Rather, what we are witnessing are a reprehensible curtailing of Title IX programs, pardons for convicted racial profiling and diminished civil/human right protections for sexual assault victims, immigrant communities, and special needs and transgender youth.
Adding to an ongoing list of ideological motives is the cancellation of the federal Deferred Action for Childhood Arrivals (DACA) program, which has put in limbo the lives of 800,000 young adults and has closed the door on future beneficiaries.¹ This anti-immigrant agenda follows Trump’s previous executive order on “Enforcing Statutory Prohibitions on Federal Control of Education,” both of which tout the notion of state’s rights and local control. This agenda represents yet another racialized, homonationalist dog whistle (Haney López, 2015), this exemplifying what David Gillborn (2005) terms tacit intentionality—or the active structuring of racism and racial inequality—that are deeply embedded in education policy and the power relations from which they transpire. Echoing long-standing arguments by critical race and feminist scholars (Crenshaw, et al., 1996; Delgado & Stefancic, 2000; Hurtado, 1997; Leonardo, 2004; Ladson-Billings & Tate, 2005; López, 2016; Bonilla-Silva, 2017) the framing of tacit intentionality evokes the intersections between education policy, white supremacy, and the subordination of people of color and how they manifest in legal and policy processes.

For this call, we are interested in submissions focused on K12 and higher education policy and legal analyses, state and local forms of resistance and organizing, critical pedagogies and praxis. We encourage interdisciplinary scholarship that draws from critical theories and methodologies. Questions to consider: How are the racialized, xenophobic threats posed by Trump politics adding further vulnerability to Latinx communities? What forms of action are institutions, including legal and legislative bodies taking in today’s political climate? How are sanctuary campus, sanctuary city, and sanctuary state policies being developed or redefined as a response to the Trump administration? What are the complexities of organizing and resistance movements as they relate to Latinx education and policy issues?

Submissions may include empirical studies, essays, reflections, conceptual pieces, poetry, and other creative works.

**The selection of manuscripts will be conducted as follows:**

1. Manuscripts should not have been previously published in another journal, nor should they be under consideration by another journal at the time of submission.

2. Each manuscript will be subjected to a blind review by a panel of reviewers with expertise in the area treated by the manuscript. Those manuscripts recommended by the panel of experts will then be considered by the AMAE guest editors and editorial board, which will make the final selections. **PLEASE NOTE:** For a manuscript to be accepted for review, each contributing author (or at least one among co-authors) must agree to review one manuscript submitted to this special issue.

3. Manuscripts will be judged on strengths and relevance to the theme of the special issue.

**Manuscripts should be submitted as follows:**

1. Submit via email both a cover letter and copy of the manuscript in Microsoft Word to: Patricia D. López (patricia.d.lopez@sjsu.edu).
2. Cover letter should include name, title, short author bio (100 words), and institutional affiliation; indicate the type of manuscript submitted and the number of words, including references. Also, please indicate how your manuscript addresses the call for papers.

3. Prepare the manuscript for anonymous peer review. Authors should make every effort to ensure that the manuscript contains no clues to the author’s identity. The manuscript should not include author’s name, institutional affiliation, contact information, or acknowledgements. This information can be included in the cover letter at the time of submission.

4. Manuscripts should be no longer than 7,500 words (including references) and have an abstract of 200 words or less. Please follow the standard format of the American Psychological Association (APA). Include within the text all illustrations, charts, and graphs. Manuscripts may also be submitted in Spanish.

5. Deadline for submissions is April 30, 2018. Please address questions to Patricia D. López (patricia.d.lopez@sjsu.edu) or William Pérez (william.perez@cgu.edu). Authors will be asked to address revisions to their manuscripts during the summer months of 2018. This special issue is due to be published in December 2018.

References


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