CALL FOR PAPERS

Symposium of New Political Science
40:3 (September 2018)

“Transformative Practices of Teacher-Scholar-Activists in the Era of Trump”

Co-editors: Sarah T. Romano and Courtenay Daum

The Caucus for New Political Science was founded in part to encourage political activism within the profession of political science and to validate the existence of teacher-scholar-activists. New Political Science (NPS) thus provides a unique space to engage and attend to the complexities inherent to these overlapping and, at times, contested roles. Notably, recent political events have exacerbated tensions between the expectation that teachers be neutral arbiters of knowledge and information, and the reality that many individuals pursue careers in political science because of their commitments to social justice, political activism, and social change. Importantly, the November 2016 election of Donald Trump as U.S. President has given NPS’s charge to publish scholarship that reflects “a commitment to progressive social change” new meaning for many political scientists.

ELECTING THE “FIRST WHITE PRESIDENT” (Coates 2017) brought in its wake the (re)emergence of alt-right campus groups, the creation of the “Professor Watch List,” and renewed debates around free speech and academic freedom. These dynamics reflect the infusion of university spaces with some of “the new horrors attached to the rise of Trumpism” (Macdonald 2017). In practice, the university constitutes a microcosm of divisive and regressive politics and political struggles experienced within the broader socio-political landscape. These permeable university-community borders also apply to faculty roles. The challenges that teachers and scholars must navigate in this new political landscape are exacerbated for those committed to social justice and activism in their classrooms and/or communities.

This symposium of New Political Science seeks to examine and showcase transformative practices within and emerging out of political science towards greater social justice, equity, and inclusivity in the context of neoliberalism, ongoing university corporatization, and Trumpism. To that end, we solicit paper proposals examining practices of political scientists as “teacher-scholar-activists.” We aim to engage the growth of scholarly activism as well as the challenges and obstacles that result when teachers and scholars advocate for social justice in classrooms, universities, and the streets. For example: How are political scientists transcending the politics and norms of “neutrality” and enacting innovative and critical pedagogies as responses to polarization in the classroom? In what ways are universities supporting and constraining transformative teaching, research, service, and activism—both on and off campus? What forms of institutional and/or public backlash have accompanied teacher-scholar-activists’ embrace of progressive and social justice-oriented teaching, learning, and research agendas? How do teacher-scholar-activists perceive their obligations in this new political landscape, and how are they navigating their commitments to their universities as teacher-scholars and their communities as activists? We are interested in proposals that cover a broad array of issues including, but not limited to, environmental politics; LGBTQ politics; the politics of race, ethnicity, gender, and intersectionality; and immigration.

This symposium will adhere to the following timeline:

**December 15, 2017:** Extended abstracts (500-800 words) due to sarah.romano@unco.edu and courtenay.daum@colostate.edu

**January 1, 2018:** Authors notified of decision to submit full manuscript or rejection

**February 15, 2018:** Full manuscripts (5-7,000 words) due to New Political Science for peer-review

**March 1, 2018:** Comments from editors and reviewers sent to authors

**May 20, 2018:** Final papers due to New Political Science