

Call for Manuscript Proposals



Dialogues in Social Justice:

An Adult Education Journal

Special Issue

Moving Beyond Awareness: Exploring Social Justice, the Power of Education and Solidarity in the Context of Racism against AAPI Communities

Co-Editors

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One of the goals of adult education is empowerment; being adult educators and practitioners, we see the call for systemic studies conducted by the adult education community on this issue to help start critical dialogues, move beyond awareness, and examine Anti-AAPI, racism, and discrimination from multiple dimensions, including social-historical, cultural and educational in AAPI people and their communities daily life and their work settings. This issue invites original research, innovative practices, or critical analysis that advance adult education knowledge and understanding of the intersections of race, education, and social justice for AAPI.

The COVID-19 pandemic gave rise to waves of anti-Asian racism and xenophobia in the United States, making Chinese, Chinese Americans, Asian Americans, and Pacific Islanders (AAPI) the target of racism and victimization (Lantz & Wenger, 2021). In a national survey (SAH), nearly one in five Asian Americans (21.2%) and Pacific Islanders (20.0%) experienced hate incidents in 2020 (Jeung et al., 2021). The anti-AAPI sentiment has also happened in academia. For instance, Law Professor Amy Wax from the University of Pennsylvania made “thoroughly anti-intellectual and racist” comments in a public interview that warned of the “danger of the dominance of an Asian elite in this country” (Kaur, 2022). All of this has caused a “dual pandemic” for AAPI communities (Seervai, 2021), with a collective disjuncture (Jarvis, 2006) and a “disorienting dilemma” (Mezirow, 1991, p. 168).

The anti-Asian sentiment is not a new phenomenon. It began in the 19th century when Chinese workers migrated to the U.S. to work in gold mines and build railroads on the West Coast (Gyory, 1998). The Chinese Exclusion Act of 1882, which banned all immigration of Chinese laborers, was not repealed until the signing of the Magnuson Act in 1943. The internment of 120,000 Japanese Americans after the Pearl Harbor attack and the racially motivated murder of Chinese American Vincent Chin in 1982 demonstrated continuity in U.S. anti-Asian policy (Suzuki, 2002). Other historical events related to anti-Asian sentiment include the 1965 Immigration Act (Kim, 1999; Suzuki, 2002). These stereotypes emphasize the foreignness and otherness of Asian American minorities in the U.S. (Kim, 1999). Moreover, Asian American voices and experiences are uncommon in education (Han, 2019).

Topics may include, but are not limited to:

- The history and roots of anti-Asian sentiment.
- The role of media and representation that impact hate crimes and racism on Asian communities: What have learned?
- Addressing and combating anti-Asian hate: Policy, strategies, and initiatives.
- Solidarity and allyship.
- Critical pedagogy & culturally responsive teaching.
- Immigration, language, and literacy (ESL/EFL) learning.
- Intersectionality: Gender, race/ethnicity, and immigration status.
- Empowering communities through adult education.
- Confronting racism against AAPI in the workplace environment.
- Community-based and participatory approaches for Anti-Asian and racism.

All submissions must be relevant to adult, continuing, and/or higher education and racism against the AAPI people and community for social justice and equality. We seek to include contributions from adult education researchers, practitioners, and graduate students applying critical race theory, including AsianCrit and other related frameworks addressing issues facing AAPI in various settings.

Timeline:

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| • Deadline for 250-word abstract: | Oct 1, 2023 |
| • Notification to submit a full manuscript: | Nov 1, 2023 |
| • Deadline for complete paper submission: | April 15, 2024 |
| • Final revisions due: | August 1, 2024 |
| • Publication of issue: | Fall 2024 |

Submitted manuscripts must be written in the style outlined in the Publication Manual of the American Psychological Association (7th ed.), not previously published, and not under consideration for publication elsewhere.

Consider submitting your manuscript for this themed issue of *Dialogues in Social Justice: An Adult Education Journal*. Please direct inquiries to Dr. Sun (qsun8@utk.edu) and Dr. Kang (hjkang@ksu.edu).