

## *Educational Studies*

Special Issue

### **“Anarchism...is a living force within our life...” Anarchism, education and new possibilities**

**Guest Editor**

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#### *CALL FOR PAPERS*

*Manuscripts due January 1<sup>st</sup>, 2011*

The title for this call for papers comes from a brilliant and provocative anarchist named Emma Goldman who has had a strong influence in radical political and intellectual circles. Goldman and other anarchists like her have developed a reflexive and subversive body of literature that has inspired countless political movements and actions, indeed resistance seems to become a living force inside of anarchists based on their participation in such events like the Russian Revolution, the Spanish Civil War, Paris in 1968, Seattle in 1999 and Genoa in 2001. Today, anarchism is found in a diverse range of fields such as philosophy, sociology, cultural studies, justice studies and human rights scholarship. It is a rich tradition aligned with multiple *anarchisms* rather than with a monolithic body of theory. Anarchists critique hierarchies, resist authority, oppose coercive institutions, employ alternative spatial arrangements and create organic, communal societies based on mutual aid and social justice.

Although many anarchists have pushed for the end of compulsory schooling, anarchist theory and practice can potentially serve a subversive role in resisting how schools fashion student bodies into workers, managers, owners and the other nefarious identities that capitalism requires for its reproduction. Despite its interdisciplinarity, anarchist theory and practice is omitted from educational scholarship and has only begun to be recently theorized despite having a vested interest in educational projects throughout the globe. This special issue will address this current gap by inviting a broad range of scholars to submit their theoretical, qualitative and conceptual papers that explore anarchism within the context of critical educational theory and practice, particularly its implications for critical pedagogy and the foundations.

Papers can attend to a wide variety of interdisciplinary anarchist perspectives related to education. Historical work is welcomed that examines anarchist-inspired models of education. Visionary papers that imagine other future anarchist educational possibilities may be provocative. Ethnographers that have embedded themselves within anarchist educational movements will also be of interest. Scholars that conceptualize anarchist theory and critical pedagogy through eco-justice, critical race theory, poststructuralism, critical discourse studies, indigenous education or queer theory are highly sought. All submissions will be subject to a blind and rigorous peer review process.

The guest editor also seeks book reviews that explore anarchist theory and any other media review connected to anarchism and/or its practice. Poetry written or inspired by anarchists is also highly encouraged. Hopefully, this special issue will serve as a beginning conversation for how anarchist theory can be embedded within educational theory, critical pedagogy and the foundations of education serving as a catalyst for a more inclusive critical educational theory. *Manuscripts are due by January 1<sup>st</sup>, 2011* and are submitted through *Educational Studies*' online submission system, at <http://mc.manuscriptcentral.com:80/heds>. Please direct all inquires about possible submissions by email to the guest editor, Dr. Abraham DeLeon at [abraham.deleon@utsa.edu](mailto:abraham.deleon@utsa.edu).