CALL FOR PAPERS

A Special Issue of EDUCATION FOR INFORMATION on

Race relations and racial inequity in LIS

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In light of the recent events (i.e., protests and rising push against systemic racism) that are currently reshaping conversations around racial injustice and police brutality in the United States, as well as the overwhelming global support for the Black Lives Matter movement, this special issue aims to ensure that these transformations are reflected in the Library and Information Science discourse.

Examining these current developments will provide an understanding of the dehumanizing treatment, which are key aspects of this racialized society - one that has institutionalized and normalized such behavior. Similarly, research on the systemic racism that underpins the social inequities that have been thrust upon Black, Indigenous, and Other People of Color (BIOPC) in the United States, will contextualize how these events have unfolded throughout history.

This special issue, the first in a series, is intended to address the lack of research on race and inequity that currently exists in the field.

The editors invite submissions that address these issues (from both national and global perspectives) as well as the more difficult issue of how systemic racism might be addressed in research, the classroom, and in the field.

We welcome conceptual, methodological, theoretical, and empirical papers (approximately 6,000-8000 words) as well as shorter position papers (approximately 1,500 words). Submissions should be original works not previously published nor undergoing review for publication in another journal at the time of submission.

Topics may include, but are not limited to:
- Social Justice
- Racial Injustice
- Policing and protests
- Antiracism Pedagogy
- Critical Race Theory
- Racial Battle Fatigue
- Decolonizing Methodologies
- Restorative Justice
- Global Perspectives on Race
- Archival Practices
- Moving beyond diversity, tolerance, and inclusion
- Racism in the virtual world
- Social Media contribution to racial and social justice
- Curation and/or classification of culture
- Historical perspectives on racial inequity/injustice
- Civic engagement
- Issues of representation that impact BIPOC
- Leadership

Submissions should include the following:

- The author’s full name, affiliation, address, and email address. **Note**: submissions will be blind peer-reviewed, hence, authors should remove all identification information from the manuscript file and place them in a separate file/page.

- Between 3 and 6 keywords to represent the themes or topics in the paper.

- Final Papers should be between 6,000-8000 words, including notes and appendices, and formatted to the guidelines linked below.

**Practical Information:**

Formatting guidelines for Education of Information are available here: [https://www.iospress.nl/journal/education-for-information/?tab=submission-of-manuscripts](https://www.iospress.nl/journal/education-for-information/?tab=submission-of-manuscripts)

Please submit your completed draft by December 15, 2020
[RacismandLIS@gmail.com](mailto:RacismandLIS@gmail.com).

Authors will be notified of acceptance by February 19, 2021.

Revised drafts will be due by April 1, 2021.
Tentative Publication: June 2021

This special issue is co-edited by Renate L. Chancellor (Catholic University of America, USA), Anthony W. Dunbar (Lewis University, USA), and Shari A. Lee (St. John's University, USA).

Questions, comments, and inquiries can be directed to: RacismandLIS@gmail.com.

About the journal

Founded in 1983, Education for Information (EFI) is a quarterly refereed academic journal publishing research articles on issues related to teaching and learning of information scientists and professionals for an information society. EFI welcomes a broad perspective on issues related to pedagogy and learning in the information and communication disciplines (ICD) such as Library and Information Science, Communication and Media studies, Journalism, Archival studies, Museum studies, Psychology, Cognitive science, and Digital Humanities.

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