

**Call for Submissions: Special Issue, *Cultural and Pedagogical Inquiry (CPI)*
Winter 2025**

**The Unheard Voices, the Unheard Struggle:
Una fuerza poderosa que lucha por expresarse**

Guest Editors:

Noni Mendoza Reis (San Jose State University)

Rosalinda Quintanar-Sarellana (San Jose State University)

Enid Lee (Enid Lee Associates), and **Cecille DePass** (University of Calgary)

The Guest Editors of the Cultural and Pedagogical Inquiry Special Issue (Vol. 16, No. 2), Winter 2025, are inviting scholars, practitioners and activists (some of whom blur the distinctions between town and gown), to submit their scholarly work to this important CPI issue. This Special Issue is designed to provide a space for authors and artists that examine central educational issues of Chicano/Latina and Indigeneity in the United States, Canada, Mexico, and countries in Central and South America.

We welcome manuscripts that address the struggle for a humanized educational experience for all students. As importantly, we embrace work that explores ‘critical and creative pedagogies which include theoretical and practical interventions in the classroom, university and public sphere’ (Schick and Temperley, 2022).

The overarching themes may include:

- **Chicano/Latina* and Indigenous experiences in the educational systems in the United States or Canada:** How do students, teachers, and school leaders navigate the educational systems? What are promising practices that promote equity and inclusion?
- **Latin American* students in the United States or Canada whose lives have been disrupted by forced migration and/or deportation:** What are some promising pedagogical practices that deliberately encourage the success of transnational students in the USA or Canada?
- **Educational experiences in Latin America*:** What are the current significant issues faced by scholars and activists in Latin America? What are some of the promising social justice and pedagogical practices developed by Latin American scholars and activists?

We welcome articles, essays, verse and artwork that grapple with the key themes above.

***Note:** Knowing that the 19th century concept and term, Latin America is not fixed and tricky to define, we invite scholars and activists from Mexico, and countries in Central and South America to contribute their work. For brevity, however, unless otherwise specified, we will use the following terms Latin America and Chicano/Latina, in this CPI Special Issue.

Please submit your Proposal to either, Noni Mendoza Reis or, Rosalinda Quintanar-Sarellana at the Special Issue's address below **by March 31, 2024:**

Address for Proposals: cpi.vol16winter25@gmail.com

Proposals submitted for peer-review **by March 31, 2024**, should include:

- (i) A Title (up to 150 characters);
- (ii) An Abstract (100-150 words);
- (iii) A description of the work (up to 300 words).

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Guest Editors:

Noni Mendoza Reis, Professor Emerita
San Jose State University
noni.mendozareis@sjsu.edu

Rosalinda Quintanar-Sarellana, Professor Emerita
San Jose State University
RQS@alumni.stanford.edu

Enid Lee
Enid Lee Associates, Santa Cruz
enidlee1@gmail.com

Cecille DePass, Associate Professor Emerita
University of Calgary
depassc@ezpost.com

Reference

Schick, Kate and Timperley, Claire (2022). *Subversive Pedagogies: Radical Possibility in the Academy*. London and New York: Routledge.