

CALL FOR PAPERS

Race & Social Justice

A Special Issue of the *Journal of Media Literacy Education*

Official journal of the National Association for Media Literacy Education

Guest Editors

Sangita Shresthova, University of Southern California

Christopher Harris, Nevada State College

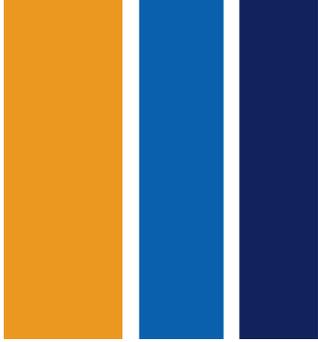
Proposals are invited for articles for a special issue of the Journal of Media Literacy Education on the theme of Race & Social Justice. This special issue will focus on the role of media literacies in the push for racial and social justice.

In the media saturated world of 2020, racism and the belief that white lives matter more than other lives, what Eddie Glaude Jr. calls the *value gap*, continue to underpin the discourses that structure and circumscribe our central social institutions, group interests, individual identities, and daily personal interactions. Compelled by this reality—and owing to a preceding decade marked by international mass movements for social justice, advances in digital technology, and shifts in communication habits—calls for, and actions in the interest of, racial and socio-economic justice have become salient fixtures in our contemporary media landscape.

For social movements like the, now global, Movement for Black Lives the tactical use of digital and social media to bring awareness to abuses of power by law enforcement, organize and communicate during protests for justice, and amplify demands and participation have become commonplace. In response, some authorities and reactionary forces have ramped up their use of digital technology and social media as well as they work to surveil and suppress race and justice based activism.

As our socio-cultural moment becomes more and more defined by widespread public outcry for substantive and antiracist policy changes and actions aimed at addressing systemic injustice, the media literacy community has a responsibility to reflect and intervene. To this end, scholars are responding to the politically charged climate by reimagining approaches to pedagogy and practice that prioritize critical readings of the interplay between race and power, and media, and by sharpening their approaches to media-based activism. Discussion is emerging around what it means to be an antiracist educator and scholar yielding several chief questions including: What are the habits, assumptions, and methods of inquiry that need to be embraced if media literacy education is





to serve as an accomplice to justice based activism moving forward? What are the best practices already in use that seek to equip learners with the skills and competencies requisite to conduct effective digital *sousveillance* of those in power? What challenges do scholars and educators face as they deploy these strategies? What support do they need? And what are the consequences of contributing to greater media literacy amongst the public in these politically charged times?

The Journal of Media Literacy Education provides a forum for established and emerging scholars, media professionals, and educational practitioners in and outside schools. For this special issue, we welcome contributions focusing on different dimensions of the relationships (both emergent and long standing) between race, social justice, and varied forms of (mass) media. Some questions of special interest include:

- What are the interplays between race and/or social justice and media in the digital era?
- What does media literacy informed by antiracist thinking look like? What assumptions, approaches, and inquiry are requisite for sincere antiracist media literacy?
- What challenges need to be addressed as scholars and educators deploy antiracist approaches to media literacy?
- How does the production, dissemination, and consumption of media reinforce existing socio-economic inequalities?
- How do we integrate antiracist media literacy into school curricula?
- What has been the media's role in the amplification, surveillance, and suppression of recent justice focused social protest movements?
- What examples and approaches need to be documented at this moment in time?
- How can media literacy pedagogies inform substantive dialogue and investigation?
- How has media, particularly social media and other media associated with smartphone technology, been used to conduct surveillance on agents of state power?
- What are some of the consequences of the popularization of hashtag activism on social media?
- What are the implications and requirements for policy making related to the topic?

To Potential Authors

Please submit a 500-word abstract by email to Guest Editor Christopher Harris (<mailto:christopher.harris@nsc.edu>) before October 16, 2020 to be considered for publication. Please include "Special Issue: JMLE" in the subject title. Abstracts should make clear the conceptual or theoretical perspective, data sources (if empirical), and contributions of the submission.

Abstracts will be reviewed by the guest editors and selected authors will be invited to submit a full paper by November 20, 2020. Full papers will be expected on March 1, 2021, and must be uploaded to the JMLE website: www.jmle.org. Full papers undergo a standard blind peer review process according to JMLE policies. Accepted papers will be published in issue 12.2 in July 2021.

