

Special Issue: Teaching in the Wake of Trump

Humboldt Journal of Social Relations (HJSR)

Increasing racism, xenophobia, transphobia, sexism, bigotry, and vitriolic speech are some of the critical conditions experienced during the Trump Era. In a country polarized along class lines, teaching in higher education has become a challenge and a political struggle for the inherent implications of a hostile living environment.

For this issue, we invite submissions that explore interdisciplinary techniques, strategies, modalities, theories, concepts, tactics, and antics for teaching in the wake of Trump. According to Christina Sharpe, being “in the wake” is a method for encountering a past that is not a past, one that insists on a “sitting with, a gathering, and a tracking of phenomena” for living blackness in the still unfolding aftermaths of slavery, a lived awareness of being in the wake of an unfinished project of emancipation (2010:13). We employ Sharpe’s multi-pronged definition of “wake: the track left on the water’s surface by a ship; the disturbance caused by a body swimming or moved, in water; ... a region of disturbed flow” to explore the afterlives of slavery and racism as they appear in the wake of Trump, and the historical and modern conditions which produce this era as a symptom of a decaying U.S. Empire (2010:11). By integrating multidisciplinary approaches, we are seeking to unpack the economic, political, cultural, environmental, educational, and social implication of this catastrophic time which will leave negative consequences for years to come.

By highlighting pedagogical practices that uplift resistance, struggle, and movement building, we seek to document the many ways instructors, students, and community members are fighting back and building oppositions to current conditions of ongoing state violence. We are seeking scholars, activists, artists, critical thinkers, and accomplices who wish to commune in the struggle for collective freedom.

What shifts have you seen in your field? How are you resisting easy and superficial narratives about race, class, and gender in your classroom? How are you organizing against state violence in your field? We welcome your ideas, analysis, reflections, and proposals.

Key themes include, but are not limited to:

- Responses to free speech weaponized as a shield for hate speech
- Project and class module tool-kits beyond the traditional academic essay and lecture+think, pair, share format
- Resources for creating community safety networks, particularly for students, staff, and faculty of marginalized identities and communities

- Teaching in the Trump/COVID era--how do virtual modalities complicate or create possibilities for teaching about white supremacy
- Trump as the effect of neoliberal policies such as higher education corporatization, militarization of police (including campus police forces), exploitative immigration policies, etc.
- Community-Classroom Partnerships
- Community Organizing Efforts
- School-Based Resistance
- Critical University Studies
- Critiques of Performative Anti-Racism
- Backlash on Critical Race Theory
- Attempts to eliminate/restrict civil rights laws protecting transgender, non-binary, gender-nonconforming people

Submission Deadline: September 15, 2021

Research Manuscripts: 12-point font, double-spaced, and generally not exceed 8500 words. Commentaries, creative writing, or poetry should not exceed 3000 words.

For submission details: <https://digitalcommons.humboldt.edu/hjsr/>

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