

CALL FOR CHAPTER PROPOSAL SUBMISSIONS

for a book entitled

Youth Culture, Education and Resistance: Subverting the Commercial Ordering of Life

Editors: Brad J. Porfilio and Paul R. Carr

Foreword: Peter McLaren

Series Editors: Joe Kincheloe and Shirley Steinberg

Publisher: Sense Publishers

Biographies of Editors

Brad J. Porfilio is Assistant Professor of Education at Saint Louis University. He teaches courses on Social Studies Methods, Multicultural Education, Social, Cultural, Philosophical and Historical Foundations of Education, Qualitative Research, and Critical Literacy. He received his Ph.D in Sociology of Education in 2005 at the University at Buffalo. During his doctoral studies, he served as an Assistant Professor of Education at Medaille College and D'Youville College, where he taught courses across the teacher education spectrum and supervised pre-service and in-service teachers from Canada and the US. His research interests include urban education, neoliberalism and schooling, transformative education, gender and technology, and cultural studies. Recent publications include *The Possibilities of Transformation: Critical Research and Peter McLaren in The International Journal of Progressive Education*, and *Students as Consumers: A Critical Narrative of the Commercialization of Teacher Education in The Journal for Critical Educational Policy Studies*. His work has also appeared in several edited collections in 2007, including: Paul Carr and Darren Lund (Eds.), *The Great White North? Exploring Whiteness, Privilege, and Identity in Education in Canada* (Sense Publishers); Shirley S. Steinberg and Donald Macedo (Eds.), *Media Literacy: A Reader* (Peter Lang); and Gary L. Anderson and Kathryn G. Herr (Eds.), *Encyclopedia of Activism and Social Justice* (Sage). He recently co-edited a book with Dr. Curry Malott of D'Youville College entitled *An International Examination of Urban Education: The Destructive Path of Neoliberalism*, which will be published in the Spring of 2008.

Paul R. Carr, who is from Toronto and now resides in Montreal, is Assistant Professor in the Beeghly College of Education, Youngstown State University, where he teaches courses on Multicultural Education, the Sociology of Education, Qualitative Research, and *Diverse Perspectives of Leadership*. While a student at La Sorbonne in Paris, he became sensitized to the reality of the historical migration of peoples within a European context, a subject that would be further explored throughout his education and research. Upon his return home to Canada, Paul completed a Bachelor's degree in Political Science at York University, followed by two Master's degrees (Public Administration at Queen's University, and Education at the Ontario Institute for Studies in Education at the University of Toronto). He then completed a doctorate in the Sociology of Education at the University of Toronto. His doctoral dissertation examined anti-racism education and institutional culture in the Toronto Board of Education, from which he

published several articles related to race in education. During a seventeen-year period (1988-2005), Paul was a Senior Policy Advisor in the Ontario Ministry of Education, where he worked on a range of equity policies, including minority-language education, special education, aboriginal education, and, significantly, anti-racism education. His strong interest in Latin America has also led to many collaborative projects. For the past few years, Paul has continued his research in the area of social justice and democracy in education. In 2007, along with Darren E. Lund of the University of Calgary as a co-editor, he completed *The Great White North? Exploring Whiteness, privilege and identity in education*, published by Sense Publishers, which has been nominated for three book awards. Paul and Darren are finalizing a second book together—*Doing Democracy: Striving for Political Literacy and Social Justice*—, which deals with democracy and social justice in education, due to be published in May 2008. Within the French-language sphere, Paul has been involved for a number of years in the area of intercultural research. He is presently co-editing a book along with Gina Thésée and Nicole Carignan entitled *Les faces cachées de la recherche interculturelle*, which will be published in 2008 by L’Harmattan in Paris.

Overview

Over the past thirty years, transitional corporations, many Western politicians, captains of industry and others enmeshed in neoliberal expansion have been on a relentless quest to commodify all social life. To strengthen their interests and globalize capital across all sectors of the planet, they have utilized communication technologies, military forces, and international associations, which have coalesced to form a *de facto* world government, with the World Bank, the International Monetary Fund, and the World Trade Organization forming the center-piece (Chomsky, 1999). This “any means necessary approach” to propagate policies, practices and knowledge designed to control labor power and extract the world of its resources has exponentially intensified the suffering and pain inflicted on most global citizens, while concomitantly concentrating the ruling elite’s wealth and power. For instance, Hill’s (2008) analysis of the impact of neoliberal policies and practices on so-called “First World” and “Third World” regions underscores how the poor have gotten poorer, demonstrated by middle-income and low-income workers having to work even harder for the past decade to keep the same standard of living. “They (have) suffered pay cuts, union curbs, and a slashed social wage--a sundered social support and survival network of services, provisions and benefits. In contrast, billionaires live in ‘Richistan’.”

Although the ruling elite has unleashed virulent attacks to eliminate any oppositional ideas or movements that question the value of market forces guiding our social and economic relationships, including the cultural and intellectual endeavors advanced by academicians, educators, and various societal tenets having a more socially just motivation, many working-class people, along with environmentalists, educators, youth, community groups, and various activists have come “together to resist the neoliberal policies that have created a type of globalization that has exploited developing countries and eradicated the environmental and labor laws countries have implemented” (Haworth, Pruyun, Garcia, 2002, p.1). Particularly, although they may not get the media and political coverage they deserve, youth, in various social contexts across the globe, have played an instrumental role in the struggle to subvert the corporate ascendancy of our social world. For example, punk rock and hip hop are two cultural

manifestations that were forged during the 1970s and 1980s in the United States due the stark, dispossessed conditions emanating from deindustrialization, the globalization of capital through polices, such as the North American Free Trade Agreement (NAFTA), unjust social conditions that buttressed the sentiment of institutionalized marginalization, militarization, and the general privation of their working-class communities located in New York City and Los Angeles (Malott & Porfilio 2007, p.584).

Since this time, the cultural texts generated by several transformative hip hop and punk pedagogues not only speak to how neoliberal policies and practices have created the dispossessed positions that have left many youth alienated from the dominant society but also capture how the aforementioned policies are responsible for Western imperialism, global poverty, and the corporate hijacking of educational institutions. Moreover, some punk and hip hop artists have joined other members in their communities as well as likeminded working-class citizens to organize against “bootstrap capitalism” and Western imperialism. For instance, they have marched with protestors across the globe to renounce the US corporate-military complex, government elimination of social entitlements for the impoverished, elderly and children, the US military’s draconian practice of openly cajoling disaffected students within their schools’ hallways to join what McLaren (2007) has defined as a “permanent war on terror”, the proliferation of globalized sweatshops and child-wage labor, and several institutional forms of oppression, such as racism, sexism, classism, and homophobia, which block working people from building a collective movement to confront economic and political disenfranchisement, referred to in previous decades as capitalism, and more accurately referred to as neoliberalism at present.

The purpose of this volume is to illustrate how youth cultures across the globe have the potency to serve as pedagogical guideposts to build solidarity amongst individuals who yearn to build a society free from oppressive social formations. The contributions presented by leading international scholars and educators aim to help the academic community, teacher-educators, pre-service and in-service teachers, and activists and others get beyond how larger media outlets continually vilify youths as inherently “violent, dangerous, and pathological,” and frame them as the “source of most of society’s problems” (Giroux, 2004). Conversely, the starting-point for this text is that youth can embrace an oppositional identity towards the dominant commercialized ethos, institutions, and practices, which can position them as critical agents, enlightened leaders who hold the intelligence, passion, and creativity to serve as stewards for social, cultural and personal transformation.

This volume makes a unique contribution to the fields of cultural studies, critical studies on youth culture, and critical pedagogy. Past studies that have mined “forms of resistance” amongst working-class youth lodged against the dominant culture have primarily captured how structural forces have impacted specific social sites located in the West (for example, see Willis (1977), McLaren (1980), McRobbie (1981), Aronowitz & Giroux (1985)). They have also demonstrated that the forms of resistance articulated by working-class youth have little potential to generate a coherent social movement uniting youths and adults on a macro-level to challenge the commercialization and militarization of our world. In juxtaposition, this volume’s international scope not only provides an ecumenical backdrop to the impact that neoliberal practices have on working-class communities across several social contexts, it also illustrates that some forms of youths’ resistance are potentially well-suited to effectively uniting youth and adults across the globe for the purpose of subverting the social relations of oppression that keep working class youths and their families marginalized on the structural axes of race, class, gender,

and/or sexuality. This work builds on Steinberg, Parmar, and Richard's (2005) *Contemporary Youth Culture: An International Examination*, which provides an outstanding overview of the various forms of youth behavior impacting several social environments across the globe. The proposed text will provide more than an introductory account of the social forces shaping youths' identities, their cultural manifestations, and their political and social activism. Rather, it will provide in-depth investigations, from some of the leading qualitative researchers and critical theorists, of how political, economic, social and historical forces braid together to breathe life into youth's identities, their cultural manifestations, and the pockets of resistance they have constructed against the status quo.

The book will present a challenge to the formal conceptualizations of democracy, and how formal institutions, structures, practices and processes related to youth. This involves interrogating how youth culture has resonance outside of the popular culture so widely disseminated throughout the corporate media. Understanding how neoliberalism has infused standards, testing, a focus on training as opposed to democracy, citizenship and critical engagement, and conformity into the education-system, serving to marginalize meaningful attempts at social justice, will be a pivotal part of this volume. Examples from diverse political, economic and socio-cultural contexts will be explored in this book, buttressed by an analysis of the potential for transformational resistance in the face of neoliberalism.

Audience

This volume will be a valuable resource to instructors who teach in the fields of teacher education, child studies, social, cultural and philosophical foundations of education, sociology, political science, and global studies as well as their students. Due to the volume's international focus, we also expect that it will be purchased by a large number of university libraries, researchers, educators and others in a number of countries.

Time-frame

- 1) Proposals due by **May 15, 2008**;
- 2) Confirmation of selected chapters by **June 30, 2008**;
- 3) Contributors will have their first drafts completed by **October 15, 2008**.
- 4) The editors will review these first drafts, and provide authors detailed comments and suggestions **November 15, 2008**.
- 5) The contributors will make all of the necessary edits, and send the final chapters to the editors by **January 10, 2009**.
- 6) The editors will draft a comprehensive introductory chapter, and have the foreword written by a well-known scholar in the field, which will be ready along with the index and other editorial issues by **January 30, 2009**.
- 7) Once the Series Editors have approved the text, the finalized, formatted volume will be submitted to the publisher by **February 28, 2009**, which should allow for copy-editing and other related matters to be completed for a publishing date sometime in the **Spring of 2009**.

Contributors

Approximately fifteen known scholars in the field from several countries will be approached to solicit interest in participating in this book. A critical pedagogical vantage-point will be a key consideration in determining which authors will be included. Chapters will be roughly 6000 words in length, in APA format, and will include theoretical, conceptual and empirical research.

Process for submitting proposals

Interested scholars, researchers, educators, activists and others should send to the editors, by May 15, 2008, the following:

- 1) Names, positions, mailing addresses, fax and phone numbers, and e-mail addresses of authors;
- 2) Title of proposed chapter;
- 3) Description, of no more than 300 words, of chapter, including type of research, approach, context, connection to the book, and other pertinent information;
- 4) Biographies of authors of no more than 200 words;
- 5) Acknowledgement of the requirement to formulate five questions for reflection at the end of the chapter.

Brad J. Porfilio
Assistant Professor
Department of Educational Studies
Saint Louis University
119 McGannon Hall
3750 Lindell Blvd,
St. Louis, MO 63108-3342
porfilio16@aol.com

Paul R. Carr
Assistant Professor
Department of Educational Foundations,
Research, Technology and Leadership
Youngstown State University
One University Plaza
Youngstown, OH 44555
prcarr@ysu.edu