

Call for Papers
Special Series Announcement
Journal of Research on Adolescence

Dismantling Systems of Racism and Oppression during Adolescence

Journal Editor: Amanda Sheffield Morris, PhD

Series Guest Editors: Dawn P. Witherspoon, PhD; Laura Wray-Lake, PhD; Linda C. Halgunseth, PhD, & Lisa Spanierman, PhD

Background:

Current racial tensions and injustices in parallel with widening health and economic disparities revealed during the COVID-19 pandemic have made it imperative for scholars to address issues of racism, oppression, and inequities that affect adolescent development across a wide range of domains and contexts. The *Journal of Research on Adolescence (JRA)* will publish a series of articles on systems of racism and oppression affecting Black, Indigenous, and People of Color (BIPOC)¹ in adolescence across four special issues/sections. To advance the field, *JRA* recognizes that research is needed that examines developmental processes involved in the learning and socialization of Whiteness and on adolescents' resistance of oppression and anti-racist civic engagement. As disparities widen and systems of oppression remain intact, progress may seem distant; however, cutting-edge research may advance efforts to dismantle institutional racism across systems. While this call responds to the current moment in the United States (U.S.), systems of racism and oppression are prevalent in societies worldwide and thus research in and outside of the U.S. will be considered. The series calls for empirical and conceptual papers that address these pressing issues. More information is detailed below.

Series Overview:

The sweeping impact of racism, White supremacy, and other systems of oppression on the lives of adolescents represent national and international emergencies that require scholarly attention and action. The *Journal of Research on Adolescence* invites manuscripts for a collection of papers that will span four volumes (i.e., one special issue; three special sections) on: interrogating and dismantling systems of racism and oppression that impact **Black** and **BIPOC youth**, examining **Whiteness**, and investigating adolescents' **resistance** of racism and other systems of oppression. We welcome research across various systems and settings relevant to adolescent development, including families, schools, peer groups, health care, neighborhoods, community spaces, policing, and local or national policies. Topics relevant to current crises of police violence and disproportionate impacts of COVID-19 are encouraged. Studies should focus on racism and other oppressive systems that affect adolescents' development and adjustment (e.g., cognitive, social-emotional, identity, well-being, with implications for addressing social justice). We encourage submissions that address similar issues from international perspectives. Manuscripts can be conceptual or empirical, and we welcome diverse methodological approaches and research designs. We will accept full-length manuscripts and brief reports.

Below, you will find more information about each call for papers, details about deadlines, and instructions about abstract submissions. Decisions to invite manuscripts will be made within 4-6 weeks, and selected abstracts will be invited to submit manuscripts within 3 months of the invitation. All manuscripts will go through the normal peer-review process of *JRA*.

¹ We recognize that BIPOC is a newer term in the field of adolescent development with a longer history. We are using this term to be inclusive of different racial/ethnic groups that experience racism and oppression in society.

Black Lives Matter!: Systems of Oppression Affecting Black Youth

This special issue examines how systems of oppression affect Black youth. Oppression of Black youth has existed for decades; however, recognition in the U.S. and abroad has increased due to recent and consecutive events of harsh treatment and police brutality on Black youth and adults. This timely issue seeks to cast light on research that examines systems of oppression on Black youth at both the interpersonal (e.g., teacher-student) and broader systemic levels (e.g., school systems, health care, neighborhoods, community resources, and local governmental systems such as police). Additionally, experiences of Black youth are gendered, and Black girls have received substantially less attention despite enduring similar levels of harsh treatment across contexts. Of the K-12 population, Black girls make up 13% of school suspensions, despite representing 8% of the student population, and are 2-3 times more likely to be disciplined for disobedience and disruptive behavior compared to White girls (Epstein et al., 2017). Thus, this issue will include research that highlights the experiences of systemic oppression of Black adolescent girls.

Abstracts Due: November 1, 2020. Invited Manuscripts Due: February 15, 2021

Lead Guest Editor: Dawn P. Witherspoon, dpw14@psu.edu

“Truth is on the Side of the Oppressed”²: Systems of Oppression Affecting BIPOC Youth

This set of papers examines how systems of oppression at interpersonal or broader systemic levels affect Black, Indigenous, and People of Color (BIPOC) during adolescence, with special attention to research with indigenous, immigrant origin, and undocumented youth. Currently, more than half of children under 15 in the United States are from BIPOC backgrounds ([Brookings Institute, 2019](#)). Despite population growth, BIPOC continue to experience racism and discrimination, which may lead to greater psychological distress as well as reduced educational and economic opportunities ([U.S. Census Bureau, 2017](#); [WHO, 2018](#)). We encourage research that highlights youth’s intersecting identities across race/ethnicity, immigration experiences, and gender and sexuality to better understand how multiple systems of oppression affect BIPOC adolescents.

Abstracts Due: November 30, 2020. Invited Manuscripts Due: March 30, 2021

Lead Guest Editor: Linda C. Halgunseth, linda.halgunseth@uconn.edu

“Oppression is as American as Apple Pie”³: Learning About and Confronting Whiteness, Privilege, and Oppression

This collection of papers focuses on how adolescents from the dominant group in a racialized social system (Bonilla-Silva, 1997) conceptualize or learn about race as it pertains to White privilege, hegemony, and oppression of BIPOC. Only 11% of Whites report talking about race “often” with friends and family as opposed to 27% of Black people, and when conversations of race arise, White individuals are more likely than Black, Asian, and Latinx individuals to report that these conversations generally happen “always” or “mostly” with people of the same race ([Pew Research Center, 2019](#)). Thus, this special section will include research that examines the developmental and socialization processes of White racial attitudes and identity, White privilege, and anti-racist attitudes among adolescents. The papers also will include research examining the developmental consequences of Whiteness and racial socialization of White youth, as well as innovative methods and interventions for reducing prejudice and discrimination and actively promoting racial justice allyship among White youth.

Abstracts Due: December 15, 2020. Invited Manuscripts Due: April 15, 2021

² Malcolm X
³ Audre Lorde

Lead Guest Editor: Lisa Spanierman, lisa.spanierman@asu.edu

“Good Trouble, Necessary Trouble”⁴: Dismantling Oppression through Resistance and Activism

Police violence and the movement for Black lives has renewed national and international attention to roles youth play in standing up for injustices, organizing community members, and advocating for policy changes to dismantle racism and other oppressive structures. Estimates of 15 to 26 million participants in recent Black Lives Matter protests - with 4 in 10 under age 30 - make this the largest social movement in U.S. history (Buchanan, Bui, & Patel, 2020) and also the most racially/ethnically diverse (Barraso & Minkin, 2020). This special section focuses on developmental opportunities, experiences, and interventions that support or thwart adolescents’ anti-racist political activism and other efforts to resist oppression. We are especially interested in experiences of BIPOC adolescents, but will also consider submissions with diverse national and international samples. The section will highlight implications of resistance for adolescents’ well-being, identity, and other domains of development as well as larger-scale impacts of anti-racist actions on movements and policy change. Going beyond civic spaces, we also welcome research that sheds light on other forms of everyday resistance to oppression, how they develop, and their implications for BIPOC youth and communities.

Abstracts Due: February 5, 2021. Invited Manuscripts Due: May 30, 2021

Lead Guest Editor: Laura Wray-Lake, wraylake@ucla.edu

Abstract Instructions

We welcome submissions for this special section through our submission site:

<http://mc.manuscriptcentral.com/jra>

Abstracts (1-2 single-spaced pages, 1 page of references, 1-2 tables and/or figures) must include:

- Brief Description (introduction, methods, results OR coverage and scope of conceptual papers and literature reviews)
- Fit with the Special Issue Call (Relevance to Special Issue)
 - Scholars must describe and define the system(s) of oppression being studied.
 - Scholars should clearly identify the developmental phenomenon at the center of the study and what can be gained from a focus on the phenomenon/process during adolescence.
 - Scholars must describe in rich detail the sociocultural context in which adolescents are embedded.

Due dates vary for each special issue/section (see above). Prospective authors should contact the appropriate Lead Guest Editors with questions.

Instructions for Submitting in ScholarOne

We are using our ScholarOne site to manage the abstract submission and review process. The submission process will be the same for the abstract as for a full manuscript, so it will look slightly confusing. Please read these instructions carefully.

- At Step 1 of submission, choose ‘Special Section-Issue’ as the manuscript type and paste the title, running head (up to 50 characters) and abstract into the relevant boxes. In place of a formal cover letter, simply indicate “Special Section-Dismantling Systems of Oppression” in the designated cover letter section.
- At Step 2, upload a full title page. Where requested to upload the main document, please upload a Word file with ONLY the abstract. You do not need a full paper at this stage.
- Please provide keywords and the full author details at Steps 3 and 4. You do not need to provide suggested reviewers at Step 5.

⁴ John Lewis

- At Step 6, you will be required to answer our standard submission questions. However, you will be able to return and update the information (e.g., number of tables and figures) later, if you are invited to submit a full manuscript.