CALL FOR PAPERS: Round 2

Special Feature: Transformative Pedagogy in K–20 Portuguese and Spanish Classrooms

The first round of submissions for this special feature in *Hispania* was very successful. Thank you to everyone who submitted. We recognize the need to continue the conversation, so we are opening up a second round of submissions. We encourage you, fellow K-20 educators, to please submit an essay for consideration.

**Submission Deadline:** Feb. 1, 2021

**Feature Editor:** Jennifer Brady (University of Minnesota Duluth)

**Co-editors:**
- Rachel Mamiya Hernandez (University of Hawai‘i, Mānoa)
- Comfort Awotwi Pratt (Texas Tech University)
- Martha Vásquez (San Antonio ISD)

Current events from 2020 are iteratively reshaping how we engage students and teach Spanish and Portuguese in K–20 programs. In March 2020, the global pandemic changed our everyday lives. In May 2020, the murder of George Floyd resituated antiracist reform and a call for justice to the forefront of our priorities. In Summer 2020, anti-immigration policies in the United States topped national news. The claim that classrooms are the spaces where critical thinking, curiosity, and pleasure of learning should take place, made by bell hooks in her seminal 1994 book *Teaching to Transgress: Education As the Practice of Freedom*, is perhaps even more valid than ever before in light of these current events.

How has the disruption of the pandemic affected teaching and learning of Spanish and Portuguese? And, how is our instruction responding to global protests and calling for reform and equity and social justice? How does the digital and in-person classroom meet these aims?

The second round of this special feature seeks to continue exploring the transformation that is taking place in Spanish and Portuguese programs and courses in K–20 as a response to the moment in which we are living. We seek short-form articles from authors at all instructional levels that contribute to the evolving landscape of the teaching and learning of Portuguese and Spanish that specifically focus on the pandemic and/or antiracist or anti-immigration reform as the jumping off point for pedagogical transformation.

**Guidelines:**
- 1,500–3,000 words
- engage with the theme of the feature
- written in Spanish, Portuguese, or English
- promote an inclusive and forward-thinking vision
- free of biased language, unsupported speculation, and content that might be regarded as promotional

Authors of accepted submissions must be open to making changes to their short-form articles prior to publication based on suggestions from the editorial review process. Previously declined submissions should not be resubmitted, unless invited for revision and resubmission. Questions and submissions should be directed to Jennifer Brady (jbrady@aatsp.org). Please include the following in the subject line of your email: Transformation Special Feature