

Educational and Child Psychology – Volume 41(3), 2024

Call for Papers: Intersectional Identities, Education, Psychology, and Social Justice

Lead editor: Dr Denise A. Miller ([\[email protected\]](#))

Guest editors: Dr Shone Surendran ([\[email protected\]](#)) and Dr Melernie Meheux ([\[email protected\]](#))

Deadline for full manuscripts: 30 November 2023

This special issue will be published in July 2024. If you are interested, please send your contribution by **30 November 2023**,

Email: [\[email protected\]](#)

Intersectionality recognises that individuals can simultaneously belong to multiple marginalised or privileged groups, such as race, gender, class, disability, and more. These intersecting identities shape a person's experiences, opportunities, and access to resources, and they can compound or interact with one another in unique ways (Crenshaw, 1989). For example, a person who identifies as a Black woman may face discrimination based on both her race and gender, which may differ from the experiences of a White woman (Miller, 2021). Similarly, an individual who identifies as a transgender person of colour may face specific challenges related to their gender identity, racial background, and prevalent biases (Jefferson et al., 2013).

The goal of this special issue is to explore the multifaceted nature of intersectionality and the pivotal role of education and psychology in addressing social justice issues. Topics of interest for submission may include, but are not limited to:

- Intersectionality theory and its application within education and psychology.
- Experiences of discrimination among individuals with intersecting identities in educational contexts.
- Intersectionality and its impact on educational outcomes, such as academic achievement, psychological well-being, and social integration.
- The role of educational psychology in mitigating and preventing intersectional discrimination, e.g. linguistic ostracism, gendered racism, etc.
- Intersectionality and its implications for educational and psychological workforce professional development.
- Case studies or empirical research examining the intersectional experiences of specific marginalised groups, e.g. the experience of Black students with special educational needs and/or disabilities.
- Theoretical frameworks and conceptual models exploring the intersectional dynamics of discrimination in educational and/or psychology.

We welcome original research articles, literature reviews, meta-analyses, theoretical commentaries, and practical applications that address the central theme of this special issue. Manuscripts should conform to the periodical's guidelines for submissions and will undergo a rigorous peer-review process to ensure scholarly rigor and relevance. An electronic copy of your manuscript should be sent to the Editor at [\[email protected\]](#) – by emailed attachment (in MS Word).

Important Dates:

- Submission Deadline: 30 November 2023
- Notification of Acceptance: 31 March 2024
- Expected Publication: July 2024

This special edition presents a unique opportunity to shape the discourse and advance knowledge in this important area. We look forward to receiving your manuscript. Should you have any inquiries, please contact the Lead editor: Dr Denise A. Miller ([\[email protected\]](#))

Guest Editors: Dr Shone Surendran ([\[email protected\]](#)) and Dr Melernie Meheux ([\[email protected\]](#)).

Reference list

Crenshaw, K. (1989). *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics*, 1989 *U. Chi. Legal F.* 139. Available at: https://scholarship.law.columbia.edu/faculty_scholarship/3007

Jefferson, K., Neilands, T.B. & Sevelius, J. (2013). Transgender women of color: discrimination and depression symptoms. *Ethnicity and Inequalities in Health and Social Care*, 6(4), 121–136. <https://doi.org/10.1108/EIHSC-08-2013-0013>

Miller, D.A. (2021). Black British female managers – the silent catastrophe. *Gender, Work & Organization*, 28(4), 1665–1682. ISSN: 1468-0432 (Print), 1468-0432 (Online)
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