



CALL FOR SUBMISSIONS

Teaching About Race, Racism, Anti-Racism, and Social Justice in Health Promotion and Public Health

According to the Centers for Disease Control and Prevention ([CDC](#)), addressing the social conditions and structures that influence health (the social determinants of health) is a primary approach to achieving health equity. In the field of public health, we have long discussed racism as a key determinant of health. Recent actions of U.S. police officers who killed unarmed Black men and women have sparked widespread national and international action and solidarity for social justice related to racism.

As a catalyst for expanding pedagogical practice, the journal [Pedagogy in Health Promotion](#) is honored to solicit manuscripts that address pedagogical concepts and practices explicitly focusing on racism and its impact on health and the promotion of racial justice. We hope the journal will serve as a resource and repository for innovative pedagogical approaches in addressing these issues.

Because racial injustice pervades our global society, and the work of dismantling it extends across disciplines, we welcome relevant submissions from multiple fields (e.g., public health, sociology, anthropology, economics, medicine, nursing, education, geography, and urban planning) using pedagogical approaches to connect racism and racial justice to health. We welcome relevant submissions from all nations and global regions, recognizing that the health effects of racism can vary in their particulars, but share many characteristics.

We strongly encourage professionals and students of color to answer the call for submissions.

Examples of paper topics include (but are not limited to):

Teaching Practice & Curriculum Content

- Teaching practice (e.g. anti-racist and decolonizing pedagogies; applying critical race theory to teaching and health promotion)
- Experiential learning and service learning related to racial justice
- Addressing unconscious and implicit bias in our classrooms and academic institutions
- Race as a social construct
- Teaching about White privilege and White-Centeredness
- Environmental racism; racial injustice and climate change
- Racial capitalism and its connection to health
- Exposure to toxic stress and health outcomes
- Social capital and social cohesion related to anti-racism
- Historical trauma and its impact on communities of color
- Racial profiling and the criminal justice system
- Institutional Racism and its effects on health
- Training approaches in public health practice settings to address anti-racism

The Academic Environment

- Student mentoring and student empowerment
- Student recruitment, admissions, and retention
- Student activism and health advocacy
- Faculty and staff recruitment, promotion, professional development, tenure, and retention
- Community-academic partnerships
- Reflections on racism in academia

Approaches include pedagogical case studies, best practices, curriculum development, advocacy, policy development, and cross-sector efforts. We welcome submissions in any of the following categories: Original Research, Descriptive Best Practices, Coaching Articles, Commentaries/Perspectives, Reflective Pieces. To learn more about our journal, types of articles, and guidelines for authors, please visit:

<https://journals.sagepub.com/home/php>

<https://journals.sagepub.com/author-instructions/PHP>

Successful submissions will reflect the aims and scope of the journal, particularly the focus on pedagogy relevant to health promotion and public health. Papers should be appropriate for the submission category selected, and make a novel or substantive contribution to the field. Aside from Reflective Pieces, papers should reflect a scholarly approach, including a grounding in theory and/or the literature.

Manuscripts should be submitted to:

<https://mc.manuscriptcentral.com/pihp>

Please state in your cover letter that you are responding to this call for papers.

Submissions received by Wednesday, September 30, 2020 will receive first consideration, but submissions will be accepted on an ongoing basis.

Please address questions to: Zebley Foster: zfoster@sophe.org

Guest Editors:

- Kelly Bentley, PhD, MPH, Dept. of Community Health Education & Recreation, University of Maine at Farmington
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- Ronica Rooks, Ph.D., FGSA, ACUE, Dept. of Health & Behavioral Sciences, College of Liberal Arts & Sciences, University of Colorado Denver
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