



# GIRLHOOD STUDIES

## An Interdisciplinary Journal

Call for Papers

### **Black Girls in Space: Locating the Geographies of Black Girlhoods in Education Research**

**Guest Editor: Dr. Esther O. Ohito**

Carrie Rentschler and Claudia Mitchell (2016) surmise that “schools still remain key locations in which notions of feminist girlhood are being actively produced and negotiated but also limited and circumscribed” (6). Research irradiating Black girls’ schooling and educative experiences is increasing (see Carter-Andrews et al. 2019; Epstein et al. 2017; Morris 2016, 2019; Nyachae and Ohito 2019). However, the construction of Black girlhood itself is rarely robustly theorized and/or articulated as contested beyond topical references to fixed notions of race and gender. This special issue explores the experiences of Black school-aged girls (or schoolgirls) as situated in specific geographical, environmental, sociohistorical, and cultural spaces and places (Cahill 2019; Driscoll 2008; Neely and Samura 2011), thereby contributing to research about Black girlhood as an inherently fluid and plural category (see Black Girls Literacies Collective 2018; Franklin-Phipps 2016).

Contributors will disrupt the dominant configuration of Black girlhood as narrowly singular by illuminating how geographies (defined here as specificity of context and location or spatiotemporal situatedness) intersect with other identities (such as gender, sexuality, race, class, dis/ability, immigrant status, religion, ethnicity, and so on) to shape Black school-aged girls’ (or schoolgirls’) multiplicitous experiences of Black girlhoods (see Shange 2019). Authors may explore Black girlhoods, spatiality, and the production of knowledge, focusing on “the idea that the social and spatial are mutually formative.” In fact, this “is essential to the understanding of the inequitable and unjust spatial organization of education [broadly conceived]” (Gray 2019: 1) as well as how that organization affects Black school-aged girls (or schoolgirls).

In this special issue, geography will be employed as a wide lens useful for magnifying the role of environments as well as social, cultural, economic, and human resources in the experiences of Black school-aged girls (or schoolgirls). Authors may explore subthemes such as spatial capital, place-based knowledges (of urban, rural, remote, outdoor, or in-between places), immigration, emigration, borderlands (real and imagined), globalization, transnationalism, transience, homelessness, homemaking, displacement, gentrification, school (de)segregation, school discipline protocols, the school-to-prison nexus, the sexual abuse-to-prison pipeline (Saar et al. 2015), virtual or online worlds, fictional and fantasy worlds, and extracurricular school spaces. Questions may include:

- How are Black girls affected by the politics of place and mobility?
- How do Black girls claim (or take up or re/make) literal or figurative space?
- How are Black girls and girlhoods surveilled? How are different types of Black girls affected by surveillance mechanisms differently? How do those varied experiences map onto their subjectivities/personhoods/bodies?
- How do Black girls resist or refuse forms of spatial control imposed by so-called adults? How do these resistances or refusals challenge institutionalized forms of adult power?
- How are Black girls situated within the geographies of different tiers of education, such as elementary or secondary schools?
- How do Black girls queer (educational) spaces and places? How are Black girls queered by (educational) spaces and places?

- How are Black girls (de- and re-)constructed in particular places of teaching and learning and across spatial contexts?
- How do Black girls' place-making practices vary across space and time?
- Where are the (educational) spaces within which Black girls who deviate from idealized (perhaps sanitized and/or puritanical) notions of Black girlhood reside?

## Guest Editor

This special issue is to be guest edited by Dr. Esther O. Ohito (eohito@unc.edu), an assistant professor of Curriculum Studies in the School of Education at the University of North Carolina at Chapel Hill. Dr. Ohito researches Blackness, race, and gender at the nexus of curriculum, pedagogy, embodiment, and emotion. Her research agenda is informed by Black/Africana cultural and critical theories and Black feminist thought, as well as by her (memories of her) lived experiences, including her herstory as a transnational/Black immigrant student, a teacher in the Chicago Public Schools system, and a teacher educator in various institutions across the United States and the African diaspora.

## Abstract and Article Submission

### Abstracts are due by 30 November 2020

and should be sent to [blackgirlhoods@gmail.com](mailto:blackgirlhoods@gmail.com) with the subject line:  
Girlhood Studies Special Issue Submission

### Full manuscripts are due by 15 July 2021.

Authors should provide a cover page giving brief biographical details (up to 100 words), institutional affiliation(s) and full contact information, including an email address.

Articles may be no longer than 6,500 words including the abstract (up to 125 words), keywords (6 to 8 in alphabetical order), notes, captions and tables, acknowledgments (if any), biographical details (taken from the cover page), and references. Images in a text count for 200 words each. *Girlhood Studies*, following Berghahn's preferred house style, uses a modified Chicago Style. Please refer to the Style Guide on the website: [www.berghahnjournals.com/girlhood-studies](http://www.berghahnjournals.com/girlhood-studies)

**Book reviews** relevant to the topic of the special issue are welcomed.  
Please contact Dr. Ohito for additional information if you are interested.

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