

**Indigenous Peoples' Perspectives on Multicultural Education**  
**Invitation to Submit/Call for Papers**

*Multicultural Perspectives* is the peer-reviewed journal of the  
National Association for Multicultural Education (NAME)  
**Dr. Cornel Pewewardy and Dr. Jeanette Haynes Writer (Guest Editors)**

There has been an overall lack of written representation describing the experiences of Indigenous Peoples in education (broadly) and within the field of multicultural education (specifically). This is problematic given an increasing demographic reality wherein Indigenous Peoples/First Nations/American Indians/Alaska Natives/Native Americans have become the most underrepresented, underserved, exploited, and oldest ethnic group in the US. As sovereign Nations, tribes have a role in the teaching that is conducted in their communities and in regulating that research which occurs on their tribal land and with their tribal citizens. Indeed, the conversation around race relations needs to broaden out from a Black-White discourse to include the Indigenous experience in schooling. This special issue of *Multicultural Perspectives* is intended to provide valuable information for practitioners (teachers, counselors, teacher educators, etc.) which might inform and impact pedagogical practices and curricular perspectives with links to Indigenous cultural practices within a multicultural education framework.

Guest editors of this special issue are interested in any and all contributions which link the Indigenous experience to multicultural education. For example, a submission may provide a general analysis/perspective on multicultural education as an academic discipline seen within an Indigenous student point of view (the promise of multicultural education for Indigenous Peoples, the problems of multicultural education for Indigenous Peoples, new directions and possibilities for multicultural education based on the Indigenous experience, etc.). Some other possibilities may include the following.

- 1 Culturally Responsive Curriculum and Pedagogy for Indigenous Peoples
- 2 Schooling (policies and procedures) for Indigenous Peoples
- 3 Non-formal Schooling and Indigenous Peoples
- 4 Outside of Schooling Contexts for Indigenous Peoples
- 5 Tribal Language Learning and Multicultural Education
- 6 Multicultural Education and teacher preparation for working with Indigenous Peoples
- 7 Multicultural Education and Native Studies/pedagogies
- 8 Indigenous Newcomers and Multicultural Education
- 9 Indigenous families/communities and Multicultural Education
- 10 Indigenous diaspora and multicultural education
- 11 Indigenous Nationalism (counter to Pan-Indianism) in multicultural education

Please submit manuscripts of conceptual/empirical works by March 30, 2010 for peer-review. Word limit is 3000 (minimum) to 5000 words (maximum). Manuscripts must be written in APA style. We encourage the use of the tribal language of the community that you represent. We encourage the "Indigenous Ways of Knowing" of the community that you represent as well. Keep in mind that 30% of the readership for the journal is classroom (K-12) teachers. A complete list of submission guidelines can be found at: <http://www.tandf.co.uk/journals/titles/15210960.asp>

Send manuscripts by March 30, 2010 to: Francisco Rios, Ph.D., Senior Associate Editor, *Multicultural Perspectives*, College of Education, Dept. 3374, 1000 E. University Avenue, Laramie, WY 82071, (307) 766-4055 (office), (307) 766-2018 (fax), email: [frios@uwyo.edu](mailto:frios@uwyo.edu)

For further information, please contact Francisco Rios at (307) 766-4055 [frios@uwyo.edu](mailto:frios@uwyo.edu) or Cornel Pewewardy (503) 725-9689 [cornelp@pdx.edu](mailto:cornelp@pdx.edu).

Please distribute this Call for Papers widely.