**Call for Papers for a**

**Special Issue of *Gender and Education***

**Special Issue Guest Editors: Hilary Pilkington and Cynthia Miller-Idriss**

***Rethinking Gender and the Radical Right***

Radical and extreme right wing political parties and movements have become increasingly active and visible across the globe in recent years. Anti-immigrant and anti-Islamic street movements have gained widespread public support in Europe, while populist radical right and far right political parties have seen a steady stream of success in national parliamentary elections. Participation in both radical right movements and voter behavior in elections are consistently gendered, with women engaging at lower levels across the entire right-wing spectrum when compared to their male counterparts.

We invite potential contributors to *Rethinking Gender and the Radical Right* to submit proposals for papers that provide recent empirical evidence for whether and how participation in far right wing and radical right wing movements and parties remains gendered, and if so, what possible explanations for gendered differences might hold true. We are also interested in understanding what links these movements and parties might have with education, whether it be education through family, rural and urban spatial contexts, or at scales of the national and global. We also invite theoretical contributions that are relevant for intersections of gender with the radical right. Contributions from all disciplines and geographic settings are welcome.

The special issue aims to explore four main themes. First, we seek papers that empirically address whether and how gender acts as a protective factor in the case of women and a risk factor in the case of men in terms of support for, and activism in, radical and extreme right parties and movements. Second, we seek contributions that address the question of women’s engagement and activism in radical and extreme right movements and organizations and assess if these engagements are linked to educational experiences in the broadest sense. Third, we are interested in work that explores intersections of gender and sexuality as it relates to radical right engagement. Fourth, we seek work on masculinity and homosociality in participation in the radical right. And finally, we plan to include work on the experience of growing up in the radical right, looking at the role of family dynamics, intergenerational transmission of values, and educational interventions.

***Contributions might address the following topics:***

* Do women remain less likely than men to participate in the radical right? Are there variations in this tendency by country, region, or other aspects?
* If gender differences prevail, are these explained by gender differences in attitudes associated with radical right parties and movements (xenophobia, nativism, racism, homophobia, cultural conservatism etc)?
* How can we characterize women’s engagement in the radical right and their reasons for engaging or not engaging? Do women play leadership roles, and in what ways?
* How do gender and sexuality intersect in radical right engagements?
* Intersections of nationalist ideologies with gender roles and gendered expectations as they relate to the appeal of radical and extreme right groups.
* Relationship between conceptions of masculinity and radical right engagement
* Intersections of gender with other issues identified as important to understanding support for or activism in the radical or extreme right, for example: bullying, socio-economic insecurity, homophobia, religious belief. Family histories of voting and intergenerational transmission of values.
* Educational or exit interventions.

Proposals should be for original articles that have not been published previously—including in conference proceedings—and which are not under consideration for another journal or edited volume.

**Deadlines**

Extended abstracts (approx. 700 words) should be emailed to Hilary Pilkington and Cynthia Miller-Idriss by 12 October 2015. The editors are happy to discuss ideas prior to submission.

If accepted, full-length papers (6,000-9,000 words) will be due by 18 January 2016. Peer-reviewing and revisions will take place throughout spring and summer 2016, with final editorial decisions reached by end of August 2016.

Abstracts and queries should be sent to:

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Cynthia-Miller Idriss, Associate Professor of Education and Sociology, American University: cynthia@american.edu