

## JNCHC Call for Papers

The next issue of JNCHC (deadline: **September 1, 2019**) invites research essays on any topic of interest to the honors community. The issue will also include a Forum focused on the theme "Risk-Taking in Honors." We invite essays of roughly 1000-2000 words that consider this theme in a practical and/or theoretical context. The [lead essay for the Forum](#) is by Andrew Cognard-Black. In his essay, "Risky Honors," he surmises that honors educators almost all encourage their students to take risks. Starting with Joseph Cohen in 1966, a recurrent honors mantra has been that honors students "want to be 'threatened,' i.e., compelled to question and to reexamine"; they need and want to question their values and the values of their community. This mandate is now subsumed in the "critical thinking" movement. Cognard-Black challenges us to formulate strategies for implementing this mandate when we know that students have to weigh it against the importance of grades: "higher education is clearly a high-stakes enterprise, and grades are the most visible currency in that enterprise." The motivation for students to play it safe is real and compelling, so honors educators need to come up with strategies to encourage their students to take risks while at the same time acknowledging the forces that discourage them from doing so. Cognard-Black suggests one method for resolving this tension and dares honors educators to come up with others. In addition to meeting Cognard-Black's challenge, Forum contributors might consider other questions such as the following:

- What might be the benefits and liabilities of the "automatic A" policy that Cognard-Black describes, and how could it be modified?
- If teachers reward students for risky behavior, is it really risky?

- Do teachers model risk aversion when they adopt grading or assessment policies that are required by their institution but that they find counter to their values?
- Tenure, promotion, and salary raises are the currency of academic employment in a way similar to the status of grades for students; are faculty members hypocritical when they preach risk-taking to students but play it safe in placing their personal advancement above, say, long-term research projects or commitments to teaching that do not yield such rewards?
- Is critical thinking so fully the lingua franca of the academic world now that it is the safe route for students rather than the risky path of stubbornly holding onto their cultural, intellectual, religious, or political beliefs?

Information about JNCHC—including the editorial policy, submission guidelines, guidelines for abstracts and keywords, and a style sheet—are available on the [Publications page](#) of the NCHC website.

Please send all submissions to Ada Long at [adalong@uab.edu](mailto:adalong@uab.edu). NCHC journals and monographs are included in the following electronic databases: ERIC, EBSCO, Gale Cengage, and UNL Digital Commons. Both journals are listed in Cabell International's Directory of Publishing Opportunities.