

Scorched:
Education, Transformation and Healing on a Planet on Fire
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Rising temperatures, wildfires, drought and other phenomena driven by global heating are transforming our world into a new reality. Extreme heat, in particular, is becoming a first-order hazard to human and nonhuman life, threatening crops, ecosystems, lifeways and livelihoods. The impact of rising temperatures on our lives is already profound and trends upwards. It confronts us with a force beyond anything we have reckoned with before.

How do we teach and learn in a world on fire? What is the role of education vis a vis economic, political, and ideological forces that continue to drive anthropogenic heating of our planetary home while disregarding warnings from science and the impacts of heat on lives and communities? What strategies and tools are most relevant for k-12 contexts, in higher education, home schooling or community education efforts? What coalitions are needed to build resilience and how a better understanding of fire regimes can help mitigate future impacts? This action-oriented collection is predicated on a belief that the scorching of the planet can be stopped, contained, and reversed by concerted human endeavor oriented at creating a sustainable ecological civilization. A project led by faculty at the University of Minnesota's Center for Climate Literacy, the collection brings together voices of educators, humanists, artists, psychologists and social scientists to reflect on how education offers a unique space to bring communities together, help with healing, mobilize adaptation, build understanding and design resilience. The companion volume to *Scorched* will be *Drenched*: focused on adaptive educational design in response to hurricanes, floods, rising seas, and other water-related devastation.

Our particular interest in *Scorched* is in three intersecting areas: representations of heat, drought and wildfires in literature and media for young audiences; literature- and media-based pedagogical practices of teaching about fire and global heating—including work with wildfire survivors, displaced and traumatized populations; and school-based community action oriented at transformation, adaptation and resilience. Chapters will build on specific heat and wildfire events in Australia, India, Middle East, Africa, Southeast Asia, Europe, and the Americas. They will consider physical, environmental, psychological and other impacts of heat, drought and wildfires on local populations as well as changing perceptions of how one should live in a scorched world. Topics for chapters may include but are not limited to the following:

- Wildfire, drought and heat wave survivors
- Wildfire and heat wave trauma and healing
- Wildfire and heat wave pedagogy
- Literature and media representations of wildfires and heat waves
- Drought: impacts, migrations, representations
- Organized community responses to drought, wildfires and heat waves
- Climate justice challenges related to wildfires, drought and heat waves
- Ideological conflicts, culture wars and conspiracy theories related to wildfires and heat waves
- Climate futures vis a vis wildfires and heat waves

- Youth participatory activism vis a vis wildfires, drought and heat waves
- Indigenous knowledge and practices related to wildfires and heat waves
- Educational applications of local knowledge and transformational practices in response to wildfires and heat waves

Let us know at your earliest convenience if you're interested in contributing. This CfP is mostly by-invitation but we're also open to your recommendations: feel free to share the CfP with other potential contributors in your networks: educators, scholars, and professionals. We are looking for actionable expertise and insight, especially based on research and community engagement.

We anticipate twelve chapters (4000-5000 words inclusive of citations and notes), introduction, and index, with the complete manuscript at roughly 80,000 words. Each chapter will connect to a specific wildfire, drought or heat event and/or to a specific challenge—conceptual, psychological, environmental, representational, etc.—that engaging with such events presents, especially in educational practice. Chapters may include descriptions of students' creative responses or survivor testimonials, but they must go beyond description to suggest specific strategies of engagement going forward.

Anticipated and tentative timeline:

- Submission deadline for proposals (400 to 600 words, incl. title and 3-5 keywords, accompanied by the author's short bio and contact information): **Jan 30, 2026**
- Notification of preliminary acceptance: **March 31, 2026**
- Publisher identified and preliminary contract finalized: **Spring 2026**
- Submission deadline for chapters (about 5000 to 7000 words each, including notes and works cited. Documentation style pending publisher's requirements): **Oct 1, 2026**
- Peer review completed. Revision suggestions sent to authors: **Dec 30, 2026**
- Revised chapter drafts submitted for final editorial review: **Feb 15, 2026**
- Final manuscript submitted for copy-editing by the publisher: **Spring 2027**