

## **JOURNAL OF SOCIAL THEORY IN ART EDUCATION – JSTAE**

<http://scholarscompass.vcu.edu/jstae/>

### **CALL FOR PAPERS**

Journal Theme: *All the F Words—Fictions, Factions, Frictions, Fractions*

**DEADLINE: October 15, 2016**

#### *All the F Words*

With this call, we are soliciting papers that address any or all of these F words—fictions, factions, frictions, and fractions. We encourage authors to consider how our work as art educators, artists, cultural critics, activists, and others is relevant to these terms. Thinking about the current milieu, we may consider:

- Ways to use social theory to address and ameliorate some of the fictions we tell ourselves and our students;
- The benefits or drawbacks that arise from friction between and among artists, educators or other interrelated groups;
- The operation of various factions in our field, what might happen if the membranes between them dissolve or become permeable, or how these factions work together or contribute to art or art education as a whole;
- The ways that small fractions of educators operate successfully in difficult situations;
- Strategies to explore fictions with students;
- Ways that different factions in the arts and education retain and use their power;
- Friction as a site of power and possibility;
- Is fraction, from Latin *fractus* (broken), an appropriate descriptor for the field of art education? Are we broken, whole, or somewhere in between? Where might fictions and frictions appear in the future?

#### **We welcome multiple interpretations of the theme *All the F Words* for *The Journal of Social Theory in Art Education*, Volume 37:**

The editors of JSTAE and members of the Caucus of Social Theory in Art Education (CSTAE)\* invite individual and collaborative responses related to the theme *All the F Words: Fictions, Factions, Frictions, Fractions*. We encourage submissions from authors, poets, artists, writers, researchers, art teachers, general educators, administrators, museum educators, and others with an interest in the theme. We seek contributors who will address this call from a broad range of perspectives, including NAEA members of all divisions and regions and non-NAEA members. All authors should explicitly address the theme as well as some form of critical social theory in their paper or artwork including, but not limited to: feminism/gender studies, critical race theory, post-colonial theory, postmodernism, queer theory/sexuality studies, disability studies, Red pedagogy, critical studies of social class, media theories.

For this issue, we seek two different types and lengths of articles. We solicit short articles (about 1,500 words) that tell personal stories of attempts to navigate

divides and identify the lessons learned. These could take the form of photo essays, images and text, or other non-traditional formats. We also solicit traditional journal articles (3,500-5,000 words) that utilize a variety of research methodologies, present personal narratives, or tell a range of stories about the theme. We are especially interested in articles written by teachers as well as visual images, audio, or video submissions. All submissions must carefully follow the style conventions of the American Psychological Association's Publication Manual (6th edition).

The submission and review processes are fully online and can be accessed starting August 15, 2016 at <http://scholarscompass.vcu.edu/jstae/>  
Submissions are due online by October 15, 2016.

The Journal of Social Theory in Art Education (JSTAE) is the official journal of the CSTAE. JSTAE serves as an alternative voice for the field of art education through the promotion of scholarly research that addresses social theory, social issues, action, and transformation, as well as creative methods of research and writing.

Please direct any questions to Melanie Buffington, JSTAE Editor 2016-2018, at [jstaeeditor@gmail.com](mailto:jstaeeditor@gmail.com).

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\*The Caucus of Social Theory in Art Education (CSTAE) <http://cstae.org> is an Issues Group of the National Art Education Association (NAEA) <http://arteducators.org>