

JOURNAL OF SOCIAL THEORY IN ART EDUCATION – JSTAE

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

CALL FOR PAPERS FOR VOL 38

Journal Theme: *Moving Fault Zones*

DEADLINE: October 15, 2017

In geology, a fault line is a planar fracture in a rock mass caused by the massive force of tectonic plate movement. Plate movements, known as slip, can be various as in subduction zones that act vertically and transform zones that act horizontally. Predominantly faults do not exist as single, clean fractures, so geologists refer to these complex deformations as fault zones. Fault zones tell the story of various forces through the nuanced relationships of surfaces that constitute its area and express movement as both instantaneous and through geologic time.

At the same time, fault is an assignment of responsibility in divisive issues that have serious consequences. The contemporary political environment, both globally and in the United States, is mired in divisive politics often invested in assigning fault or blame. However, just as geologic formations move, so too do faults in discourse as debates about immigration, education, and public funding for the arts evolve.

With this call, we are soliciting papers that address issues of moving fault lines as speculative futures in the field of art education. Thinking about movement within these fault zones, contributing authors may consider:

- Ways to use social theory to conceptualize movement and mobility in a time of contested human movement including temporary movement such as tourism, commuting, nomadism, and pilgrimages and more permanent movement like migration
- Theorizing othering in relation to fault zones
- Encounters with immigrants/refugees/asylum seekers in in educational fault zones
- Exploring geologic metaphors such as fault zones, tremors, slippages, rifts, stress, walls, displacement, gaps, fractures, friction, and quakes to advance social theory in relation to contemporary art and education
- Faults as moving locations, series of slippages and stoppages, psychoanalytic expression, political discourse and/or narrative of debates in education and/or social theory
- Power dynamics of fault in political deformations and reformations that impact teachers, schools, and students
- Contemporary practices in art and design research that explores fault or borders
- Pedagogical or curricular theories, histories, and narratives that attempt to smooth, (re)build, and (re)construct during ongoing educational quakes

**We welcome multiple interpretations of the theme *Moving Fault Zones*,
Volume 38:**

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 *Moving Fault Zones*. 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, curriculum theory, critical race theory, post-colonial theory, postmodernism, queer theory/sexuality studies, posthuman discourses, disability studies, contemporary animal studies, Red pedagogy, critical studies of social class, material studies, and media theories.

For this issue, we seek two different types and lengths of articles. We solicit short articles (about 1,500 words) that artistically respond to notions of moving fault zones as described above. 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 or other scholarship to address 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). Authors planning a non-traditional format are encouraged to consult the editors before submitting their piece.

The submission and review processes are fully online and can be accessed starting August 15, 2017 at <http://scholarscompass.vcu.edu/jstae/>

Submissions are due online by October 15, 2017.

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 2016-2019, at 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>