

JOURNAL OF SOCIAL THEORY IN ART EDUCATION – JSTAE

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

CALL FOR PAPERS FOR VOL 39

Journal Theme: *Sub/Verse*

DEADLINE: October 15, 2018

Subverse is an obsolete verb that has given way to the verb *subvert*, which means to raze to the ground, to destroy completely; to overthrow, to bring down, depose, put an end to, to defeat, vanquish, overcome; to overturn an established or existing practice, belief, rule, or set of these, to change completely; to undermine, to attempt to achieve through covert action; to turn a person away from a path or belief regarded as right or proper; to upset or overturn, to break up or turn over; to challenge and undermine a conventional idea, form, or genre; or to transform or change. (see Oxford English Dictionary, n.d.)

The editors of Volume 39 encourage authors to play with the theme further when looking at the multiple possible meanings using the prefix *sub*, meaning under, below, beneath, slightly, imperfectly, nearly, secondary, or subordinate. It is also a term that is used frequently to mean substitute, as in substitute teacher. The second half of the portmanteau, *verse*, refers to a constructed line of poetry or to an arranged piece of writing with a metrical rhythm.

With this call, we are soliciting papers that respond to the provocations incited by the theme *Sub/Verse* in relation to the field of art education. In addition to the aforementioned concepts presented above, authors may consider, but are not limited to the following lines of investigation:

- Mining and undermining archives and archiving
- Challenging art education histories with (their)stories and counter readings
- Upsetting practices and procedures of pedagogy
- Depositing and overcoming erasures and e-race-sures
- Overturning conventional knowing through a process of (un)knowing and (re)contextualizing
- Transforming a field by accounting for, (re)awakening, and counter/inter/arguing
- Putting an end to oppressive pedagogies, policies, and institutional practices
- Changing lineages and legacies
- Achieving through engagements that (re)act to (in)visibility, trans/parency, license, and censorship

We welcome multiple interpretations of the theme *Sub/Verse*, Volume 39:

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 *Sub/Verse*. 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, decolonizing methodologies, critical studies of social class, material studies, and media theories.

Additionally, authors should all carefully read the Author Guidelines available on the JSTAE site: https://scholarscompass.vcu.edu/jstae/cfp_archive.html

For this issue, we seek two different types and lengths of articles. We solicit short articles (about 1,500 words) that artistically respond to the concept of Sub/Verse as described above. These could take the form of photo essays that utilize non-traditional formats of images and text. Authors planning a non-traditional format are encouraged to consult the editors before submitting their piece.

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 and we are interested in submissions that incorporate visual images, audio, or video by all types of art education scholars. 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, 2018 at <http://scholarscompass.vcu.edu/jstae/>

Submissions are due online by October 15, 2018.

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 Daniel T. Barney, JSTAE Editor 2018-2020, 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>