

JOURNAL OF SOCIAL THEORY IN ART EDUCATION – JSTAE

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

CALL FOR PAPERS FOR VOL 42

Journal Theme: *Inclusion Invasion*

DEADLINE: October 1, 2021

Arguments about personal and collective responsibility regarding race, nationality, and wellness have risen to a fever pitch and dominated both social and academic discourse over the past two years. This indicates a sense of social/cultural/political pandemonium that individuals and communities are negotiating on personal and professional contexts.

Recent and upcoming issues of journals including JSTAE, Art Education, Studies in Art Education reflect musings of current and future impacts of the covid-19 pandemic on art education, while JCRAE, JSTAE, Art Education, Visual Inquiry and other journals have tackled the issue of racial justice and injustice as taught/ not taught in art education.

The strident and divisive nature of conversations and policies around the teaching of critical race theory, whiteness and white supremacy in formal education, and the nature and purpose of inclusivity in art education curriculum and pedagogy are visible and voluble on social media and professional platforms like NAEA's *Collaborate*.

We— artists and art educators— are participants and witness to debates around access and choice in issues of immigration, vaccination, gender, and the relationship between economics and environment.

It strikes me that these rising voices of various publics around the world, including the United States where this journal resides, are largely about immunity and empowerment. Issue 42 of JSTAE, to be published in 2022, therefore calls for manuscripts that ruminate on the role of art education in reflecting:

- How do discourses of belonging and alienation reflect privileges of settlement (comfort) and fears of invasion (un-settlement) in our social spheres?
- Who has immunity to these public and personal conversations and who is vulnerable to them?
- Who is empowered to speak publicly and whose voice is suppressed?
- How does our sense of belonging on the spectrum of inclusion and alienation affect art educators' curricular choices, and
- What do disruptions of social "tradition" (however that may be interpreted) mean for the futures of the discipline?

We invite you to submit essays in traditional, visual and other creative formats, in response to this call. All authors should explicitly address critical social theory from around the world in their paper or artwork. This may include, but is not limited to: feminism/gender studies, curriculum theory, critical race theory, Indigenous theories, 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, media theories, and other theories as they engage or activate art education.

Traditional Article:

We solicit traditional journal articles (3,500-5,000 words) that utilize a variety of research methodologies, conceptual inquiry, or other scholarly approaches that relate to social theory in art education. We are especially interested in articles written by teachers (broadly defined) and we are interested in submissions that incorporate visual images, audio, or video by all types of art education scholars.

Short Text/Image Article:

We solicit short articles (about 1,500 words) that emphasize artistic responses to a wide variety of critical social theory in art education. This could take the form of a visual/photo essay or other non-traditional article that includes text and image experiments.

Images/Artworks with Descriptive Abstract/Artist's Statement:

We solicit high quality images of an artwork or the documentation of an artwork. These should have a short abstract that will act as an artistic statement. Details about the work should also be shared, such as date completed, dimensions if applicable, location of work if site specific, and media of the original work as appropriate.

All traditional submissions must carefully follow the style conventions of the American Psychological Association's Publication Manual (7th edition). Authors planning a non-traditional format are encouraged to consult the editors before submitting their work.

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

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 Manisha Sharma, JSTAE Editor 2021-2022, at jstaeeditor@gmail.com.

*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>