

Call for Papers
Journal of Social Theory in Art Education
Volume 46

(en)Countering Violence

Due April 1, 2026

The *Journal of Social Theory* has, perhaps especially since the COVID-19 pandemic, wrestled with different aspects of pedagogical theory and practice by thinking through imaginative alternatives to contemporary challenges. The widespread contempt for scientific knowledge and human kindness that characterized responses to the global pandemic have recently shifted into more visible forms of violence—insidious methods of cultural, racial, class, gender, and sexual orientation-based oppression, long commonplace throughout the United States, are evolving into state-sanctioned violence by restricting Constitutionally-protected speech, censoring syllabi and educational activities, attacking legitimate lines of academic inquiry, and executing paramilitary-style attacks on individuals who are perceived as enemies of the state.

At pro-civil rights gatherings around the nation, a common call to action—likely originating from the *Black Lives Matter* movement—demands an answer to the question, “Who Keeps Us Safe?” The response is both an answer and a promise: “*We Keep us Safe!*” As art educators situated in a variety of institutional contexts, we are expected to navigate complex situations for and with our students and communities every day—creating safe, secure environments that enable exploration, understanding, and knowing. A growing sentiment of fear only adds to our sense of responsibility and obligation to those whose futures are collectively entrusted to us as educators.

In this issue of JSTAE, then, we ask you to ponder ways that our sociopolitical moment is changing your relationships and practices with others in your pedagogical ecosystem. In short, how do you (en)Counter Violence? How do you resist myriad forms of systemic, epistemological, physical, and ontological violence with and for your students and communities?

Manuscripts may address these questions and more:

- What steps are you taking to address the safety of yourself and your communities?
- What curricular interventions are you instituting in your syllabi, classrooms, museums, and community spaces?
- How are you resisting national, state, and local attacks on education, knowledge, and teaching?
- What sources of information do you rely on to continue your work?
- What philosophical, theoretical, embodied, and other ways of knowing are informing your pedagogical practices in various institutions?
- In what ways do you show care and concern to vulnerable populations?

We invite 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, and sexuality studies, curriculum theory, critical race theory, Indigenous theories, post-colonial theory, postmodernism, queer theory, trans theory, 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.

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 and students (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 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 These high-quality images 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: Dana Carlisle Kletchka (Editor) and Christina Hanawalt (Associate Editor) 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>