

JOURNAL OF SOCIAL THEORY IN ART EDUCATION – JSTAE

CALL FOR PAPERS

Journal Theme: Navigating divides: The changing landscapes of art education

DEADLINE: October 15, 2015

Navigating Divides

Art is a means to understand ourselves, others, our communities, and our world, which are inherently always in flux. In response to the uncertainty of change, social issues become oversimplified and polarized as divides. In the contemporary world of shifting ideas, curriculum frameworks, standards, and goals, art educators work to critically address the complexity of divides, real and perceived.

The range of topics that could be addressed is broad and might include:

- divides we notice in work environments (race, ethnicity, culture, gender, income, class, age, ability, sexuality and LGBTQIA, religion, national origin, etc.)
- divides within classroom cultures, including PK-12 art and postsecondary art education classrooms
- (perceived) divides between PK-12 teaching, museum education, and higher education practices.
- inhabited spaces between divides (complex identities, beliefs, alliances)
- artistic practices that navigate social, cultural, political, and other divides
- possibilities that arise from bridging divides
- unsuccessful attempts to work within, across, and through divides
- divides between different and/or competing art education sites (museums, public, private, religious, elementary, middle, secondary, postsecondary, community, home schooling, institutions, sites of incarceration, inclusion and special classrooms, etc.)
- re-framing the multicultural movement to think through how efforts to reduce divides may be utilized in new ways
- historical issues about the changing role of arts education in different settings
- the changing terrain of the contemporary art world as it affects (or does not affect) how art and visual culture is taught in different settings

We welcome multiple interpretations of the theme *Navigating Divides* for *The Journal of Social Theory in Art Education*, Volume 36:

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 *Navigating Divides*. 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.

For this issue, we seek 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 navigating divides. We are especially interested in articles written by teachers as well as visual images, audio, or video submissions.

The submission and review processes are fully online and can be accessed starting August 15, 2015 at <http://jstae.org>. Submissions are due by October 15, 2015.

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 Melanie Buffington, JSTAE Editor 2016-2018, at jstaeeditor@gmail.com.

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