Canadian Art Teacher Journal

Call for Papers

About *Canadian Art Teacher*

The *Canadian Art Teacher/Enseigner les arts of Canada (CAT)* is peer-reviewed and published semi-annually by the Canadian Society for Education through Art. The goal of the journal is to enable the exchange of exciting teaching ideas, to disseminate novel art education research, and to discuss pertinent issues in the field. Readers and contributors include artists, educators, and researchers interested in teaching and learning in the visual arts.

CAT wants to hear from you!

We invite submissions from art or design educators (as well as those working in related fields such as architecture) in all sectors working with diverse publics: museum and galleries; schools; community contexts; and post-secondary education. Artists whose practices include pedagogical aspects are welcome.

Theme: Art education, trauma, and difficult knowledges

"By definition trauma cannot be represented. But it can be approached, moved and transformed. This is not a cure; it is poiesis: making…" —Griselda Pollack *(After-affects/after-images)*

There is the need to study the impact of trauma on bodies in our art classrooms: trauma, for example, as related to poverty, homophobia, colonialism and xenophobia. How and why do certain actions, sensations, assumptions, problematics persist and how are they manifested? How do we pedagogically process this trauma in our own classrooms, attend to it in our own bodies, and research this through our histories? What are the processes and opportunities for student participation? What are the impact of this on us all and the implications of this for art teaching?

bell hooks notes in *Teaching Community: A Pedagogy of Hope* "… 'learning to live and work in a diverse community' requires a commitment to complex analysis and the letting go of wanting everything to be simple" (2003, p. 78). *CAT* invites teachers and scholars to explore within ourselves and with our students artistic and pedagogical responses to complex and potentially "difficult knowledges" and trauma.

We are seeking contributors that may be either theoretical or practical in nature. Submissions may include: scholarly research papers; reports; creative content such as photo essays; reviews of books (academic, children's, or art), exhibitions, or resources; and lesson/project ideas.

Guidelines for Submission

• Manuscripts may be in English, French, or Indigenous languages and be 3000 to 6000 words, including references (style should adhere to APA 6th Ed. citation guidelines).
• Manuscripts must be original content and not published or submitted elsewhere.
• Visuals, whether as illustration or the central focus, are encouraged. All artwork and images must be of high resolution (minimum 300 dpi) and accompanied by appropriate credits, permissions, and copyright.

Deadlines

• ~200 word abstract/expression of interest (appreciated but not required): **September 15, 2019**
• Full manuscript: **November 15, 2019**

Please direct all inquiries and submissions to
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