

## Call for Papers

### Special Issue

Synnyt / Origins, Finnish Studies in Art Education, Finland

### **Borderless: Global Narratives in Art Education**

Who are we in relationship to other cultures and countries? What issues in art, design and their education are potent across the world? How can artists, designers, curators and art educators address and teach with a narrative of “being global”? This issue’s theme, **Borderless: Global Narratives in Art Education**, challenges us to look outward as we reflect inward. When facing global issues and divisions on top of contestation about worldviews and ontological discourses, we are challenged to reflect on our established views about and beyond local or regional history and knowledge. Therefore, seeking new and open-ended approaches to globalization, this call for papers seeks art educators’ critical and theoretical explorations and responses as global educators. We invite authors to share global narratives that address globalizing educational issues, concerns, and problems, both reflecting on their art educational approaches on globalization and reiterating the transforming and/or communicative opportunities of art and visual culture (Delacruz, 2009; Meskimmon, 2010).

Narrative (inquiry) is an interpretation of history or stories created by a person, groups of people, or popular media. Said’s (1978) criticism from decades ago, for example, on the development of Western historical, political, and cultural views on the East informs that Orientalism as a narrative serves and justifies the West’s dominance. Curriculum as a narrative might also reflect the idea and viewpoint of selected groups, views, and ideologies. However, narratives are flexible. They can be changed or rewritten. Therefore, we invite revision and counter-interpretation against particular cultures, people, and viewpoints. As artists, designers, curators, educators, what are your constructed narratives, and how might they develop or critically challenge dominant stories? When forming new narratives on a global context, we encourage authors to share their critical and/or successful narratives towards the traces, emerging issues, or future vision of globalizing art education.

For this theme, some of the following questions might be addressed:

- What are global narratives for art education? How can artists, curators and art educators address global narratives or stories in our work, teaching and research?
- What are emerging narratives that demand global focus and attention? How can we communicate and teach with, about, and for emerging global narratives?
- Can narratives compete and conflict with each other on global teaching and learning? In what ways are dominant narratives contributing to damaging single stories?
- How do you interpret, communicate, and work with others’ global narratives or stories?
- What is the role of art educators in the age of globalizing conflicts and issues based upon highly contrasting and contesting social, political, cultural, and religious ideologies and practices?

- How can global visual culture and social networking be explored to address global narratives?
- How can we address or create equitable global narratives toward global inclusion, diversity, and justice?
- How can theories or critical approaches from other disciplines inform and address global narratives in art education?

This special issue in Synnyt/Origins journal is part of a multi-journal collaborative project. There are multiple other journals joining the same theme and multiple issues around that world will be published during the year 2018. These are some of the journals:

- Art Education Review, Korea
- Journal of Cultural Research in Art Education, USA
- Revista Portuguesa de Educação Artística, Portugal
- Synnyt / Origins, Finnish Studies in Art Education, Finland
- Tercio Creciente, Spain
- Art Education (TBC), Taiwan

Deadline for the submissions is the **August 15<sup>th</sup>, 2018**. Please, send your submission to the journal's email address: [synnyt-origins@aalto.fi](mailto:synnyt-origins@aalto.fi)

Please, mention the name of the special issue in the title of your email: **Borderless: Global Narratives in Art Education**. The submission should follow the journal guidelines on formats: Synnyt/Origins accepts submissions in English and in Finnish. The format of a submission can be a full article (max 6000 words), a visual essay (max 3000 words), a commentary (max 3000 words), or a media review (max 3000 words).

Each submission goes through a peer review process, and the author will receive feedback from the senior editor, one of the associate editors, and two reviewers. Most manuscripts go through at least one rewrite. Submissions should follow the APA 6th edition writing style.

If you have any questions, please, contact the senior editor of Synnyt/Origins, Dr. Mira Kallio-Tavin: [synnyt-origins@aalto.fi](mailto:synnyt-origins@aalto.fi)

### References:

- Delacruz, E. M. (2009). Mapping the terrain: Globalization, art, and education. In Delacruz, E. M., A. Arnold, M. Parsons, and A. Kuo, (Eds.), *Globalization, art, and education* (pp. x-xviii). Reston, VA: National Art Education Association.
- Meskimmon, M. (2010). *Contemporary art and the cosmopolitan imagination*. New York, NY: Routledge.
- Said, E. W. (1978), *Orientalism*, New York: Vintage Books