

International Journal of Education Through Art



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International Journal of Education Through Art 18.1 Special Issue: Reconciliation | Guest editor: Sheri R. Klein

ETA welcomes contributions for a special issue on the theme of reconciliation.

Reconciliation refers to an internal/external and individual/collective process of moving forward to resolve incompatibilities within/between persons, places, cultures and ideas. It attempts to bring disparities closer together and the resolve of contentious relations and ongoing turbulence within local/global communities and sites of practice. While reconciliation is recognized in regards to ethno-political conflicts, restoration of relations with indigenous communities, peace building movements, activism and cultural heritage work, it has applications for art + design education and those who serve and work in international communities of practice, in youth, government and community organizations, and particularly, those communities that are impacted by conflict.

Increased conflicts in local, regional and international communities warrant new ways of understanding and identifying challenges, and working through difference. Reconciliation supports the pursuit of understanding varying perceptions and perspectives of shared and contentious histories and cultures, and the creation of a culture of hope, and healing.

As a process, reconciliation is complex as it involves a myriad of individual and group identities, perceptions, values, emotions and visions for the future as well as capacities for collaborative dialogue. Essentially, reconciliation is a process that requires a commitment to working on relationships to the past and to the present, envisioning options for the future and a search for common ground in the face of difference.

The call for the special issue on reconciliation acknowledges the interdisciplinary intersections of reconciliation with contemporary art and artists, indigenous artists and communities, art + design education, art therapy, museum studies and practices, cultural heritage



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work, ethics, legal studies, environmental studies, peace studies, sociology, theology and social justice activism.

The special issue seeks practical, theoretical and arts-based contributions in the form of articles and visual essays that can advance understandings and begin dialogue about reconciliation relative to the many ways that reconciliation intersects with pedagogical, artistic, historical, community-based and conflicted sites of practice.

Possible lines of inquiry may include:

- the nature and outcomes of reconciliation in the context of artistic and art education practices and communities
- the pedagogy of reconciliation and how it might be approached
- individual and collective responsibilities toward reconciliation
- the impact of reconciliation within art museum practices
- the influence of technology on reconciliation practices
- migration, immigration and reconciliation
- ecological, environmental, post-humanism and inter-species reconciliation
- personal, social, group and/or professional identity reconciliation
- reconciliation and healing
- restorative justice
- arts-based methods for reconciliation work

Papers must adhere to the publisher's house style. You can access the style guide at:

www.intellectbooks.com/media/Intellect_Style_Guide_2019.pdf

Papers: Full-length scholarly articles between 4,500 and 6,000 words and ideally around 5,600 words in length.

Visual essays: 1,000 words limit with images formatted for publication.

Deadline:

The deadline for full submissions is **October 30, 2020**

Final submissions should be submitted to:

ojs.library.ubc.ca/index.php/ijeta/about/submissions#onlineSubmissions


Inquiries may be addressed to the guest editor: ijetaed11@gmail.com



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