

Call for Papers: SomeBodies(?) in School

A Special Issue of *Text and Performance Quarterly*

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Performance studies scholars have brought keen insights into the ways the roles of student, teacher, and even the spaces of schools are embodied differently, with different consequences for identities and communities. Performance studies scholars have contributed a great deal to critical pedagogy, focusing on the ways bodies learn and unlearn in schools; scholars have looked at the ways race, ethnicity, gender, sexuality, disability, and class are intertwined and situated in schooled performances. Critical pedagogical scholars, too, have focused on schooling as sites of socialization and have frequently called for a stronger role for performance studies especially in imagining transformative and liberatory forms of pedagogy. Performance Studies is uniquely situated to explore the places where school(ing) and bodies come together—with theoretical approaches and methodologies that offer those interested in education and the possibilities for democracy and social justice a way to move beyond the often limited and limiting frameworks of critical and postmodern theories and toward spaces for imagination and boundary crossing.

This special issue of *TPQ* promises to be unique in bringing together perspectives and contexts heretofore unconsidered, with an added emphasis on the ways performance studies enhances our theoretical and practical understanding of the complex processes and effects of schooling bodies, as well as a pedagogy oriented toward acting other-wise. Our focus in this issue is on schools and schooling as institutionalized sites of education where bodies are in/re/de-formed in the process of teaching and learning. We are interested in the possibilities that performance can bring to a critical pedagogy of the body, of bodies of (in)difference, desire and resistance—with a particular bent toward social change and social justice.

Submissions from a variety of perspectives to performance inquiry are encouraged. We are especially interested in essays that examine issues of enfleshment, resistance, bodies, desire, and/or performative pedagogy. Informed by the already rich foundation generated by communication, performance studies and critical pedagogy scholars, essays should extend both the theoretical, methodological, and epistemological conceptions of research at these intersections while also creating spaces for imagining interrogations and interventions in systems of domination. Especially welcome are essays that examine dislocated bodies, institutionalized bodies, trained/ritualized bodies, evaluated bodies, and/or resistant/transgressive bodies. We invite authors also to consider sites of hybridity and liminality within as well as external to the U.S., such as the “American” universities and schools throughout the world, ELL classrooms, online education programs, schooling under occupation, etc. Research can be interdisciplinary, embracing performance ethnography, performative writing, autoethnography, critical race theory, feminisms, queer theory or other critical methods/theories that enhance and enrich our understandings of performance, the body, and schooling.

Manuscripts should be prepared in accordance with the *MLA Handbook for Writers of Research Papers*, 7th ed. (2009). To facilitate the blind, peer review process, no material identifying the author(s) of submitted manuscripts should appear anywhere other than the title page, which should include: (a.) the title of the paper, (b.) the author’s name, position, institutional affiliation, address, telephone, and fax numbers, and email address; (c.) any acknowledgments, including the history of the manuscript if any part of it has been presented at a conference or derived from a thesis or dissertation; (d.) a close word count. The first page of the manuscript itself should include the title of the paper, an abstract of 100 words, and a list of five suggested key words. Manuscripts should be double-spaced throughout and should be no longer than 9000 words, inclusive of notes and reference matter.

Please submit an electronic copy in RTF or Word format to leda@comm.umass.edu and to jtwarren@siu.edu by 15 March 2010. Questions can also be addressed to the guest editors at their email(s) above.