



GIRLHOOD STUDIES

An Interdisciplinary Journal

Call for Papers

Girls Making Stuff: Creativity, Identity, and Pedagogical Practices

Guest Editors: Lori Beavis, Maria Ezcurra, and Haidee Smith Lefebvre

Girls making stuff or being inventive in their daily lives can provide us with a powerful image of liminal creativity. The space in which girls make art can be a transformative place in which genuine newness can be found and in which a bigger world can be revealed. Often, girl-made art falls outside art-making conventions that value men's artistic production over women's. Further, girls tend to be marginalized in art education (often gendered male if it is even offered at school level) and many girls are unable, for various reasons, to access any institutional courses. Dominant notions of what constitutes art-making and art education obscure girls' art practices and influence how they reconcile what the art world valorizes with their own individual artistic production.

We are interested in addressing the many ways in which girls and young women experience, create, respond to, and are represented in, art and visual culture. This special issue seeks to examine the ways in which girls make art, generate new creative understandings, and are visually portrayed by others. We hope to address the creative processes of girls and young women as active participants in the construction of their own identities.

We are looking for articles that explore how formal schooling and popular visual culture participate in the legitimization of particular images of femininity and girlhood, consider the ways in which gender defines what and how girls are taught through art, as well as articles that explore the impact art has on girls' lives and girls' impact on visual culture. We are interested in having these explorations emphasize the importance of girls' voices and art actions as they construct and share their experiences and their own understanding of girlhood, be it Indigenous, racialized, immigrant, two spirit, queer, and trans, differently-abled, as well as the expanding definitions of girls and girlhoods that may not yet have been articulated.

Critical Questions

Art and Girl's Identity

- How does and how can media, art, and visual culture inform girlhood?
- How do and how can girls participate in the definition and representation of girlhood through art and art education?

Girls Learning through Art

- How can girl's art-making have an impact on art educational practices, especially in terms of perceived assumptions about girls?
- In what ways can formal or informal art education affect girls' and young women's identity formation?

Girls Resisting through Art

- How are girls curating their own experiences of resisting sexist or stereotypical views of girls and girlhood through the production of art?
- Can art-making with girls disrupt or trouble heteronormative femininity, whiteness, patriarchy, ableism, and classism?
- Can art or creativity empower girls to stand up or talk back to stereotypical imagery and societal notions of girlhood?
- Can art be used as a form of resistance to issues such as discrimination and gender-based violence?

Topic Areas

Girlhood and Art Education

- Art-making and the representations of girls
- Gendered formal and informal art education

Creative Girlhood

- Art, Indigeneity, and girlhood
- Decolonizing girlhood
- Art as a format for social justice or for girls to talk back to oppression
- Art as building awareness about critical issues that affect girls like, for example, gender-based violence and the right to education

Participatory Art Practices and Visual Methodologies

- Collaborative or performative practices like the exploration of memories of girlhood by adult women and also mother and daughter memory-work collaborations
- Participatory visual research with girls and young women
- We encourage submissions that break new ground, ask new questions, look for innovative forms of representation and/or deal with groups or issues underrepresented in history. We will accept alternative formats written by artists as well as by academics. We also encourage material produced by girls and young women. These can be in the form of pictorial essays, fiction, poetry, lyrics, or screenplays with drawings, paintings or photographs of artwork as a complement to written content.

Article proposals are due by **January 10, 2019**.
Full manuscripts are due on **July 16, 2019**.
Correspondence should be sent to **girlsmakingstuff.gsj@gmail.com**.

Articles may be no longer than 6,500 words including the abstract (up to 150 words), keywords (6 to 8 in alphabetical order), notes, captions and tables, acknowledgements (if any), biographical details (taken from the cover page), and references. Images in a text count for 200 words each. Girlhood Studies, following Berghahn's preferred house style, uses a modified Chicago Style.

Please refer to the Style Guide on the website:
www.berghahnjournals.com/girlhood-studies

About the Guest Editors:

Lori Beavis, PhD (Irish-Welsh-Michi Sagiig Anishinaabe) is an art educator and curator. Her current research considers cultural identity and girlhood in the art practice of contemporary women artists.

Maria Ezcurra, PhD, MFA is an Argentinian-Mexican-Canadian artist and educator whose research interests include participatory art practices, feminist art education, gender-based violence, dress, identity, and immigration.

Haidee Smith Lefebvre is a mixed-race Chinese educator whose research interests include decolonization and reconciliation, Inuit art and girlhood, breaking, and hip-hop culture.