

# Call for Manuscripts

Themed issue, Volume 83, No. 4 — October 2019

## **Inviting Critical Consciousness Into the Classroom, Community, and Beyond: Theatre of the Oppressed as Liberatory Praxis in Research and Teaching**

The *Educational Forum* is seeking articles for its Fall 2019 themed issue “Inviting Critical Consciousness Into the Classroom, Community, and Beyond: Theatre of the Oppressed as Liberatory Praxis in Research and Teaching.”

Despite the myriad ways scholars might examine and problematize issues of social justice, they traditionally do so by sharing and disseminating knowledge from empirical studies through journal articles, books, and professional conferences. While that form of scholarship is valuable, it has the potential to marginalize other forms of embodied scholarship that are just as worthwhile for learning about our world, promoting social justice, and effecting positive changes in policy. Theatre of the Oppressed is a powerful educational method often overlooked in traditional scholarly contexts.

Theatre of the Oppressed (TO) as practiced in schools is based on a performative methodology created in the 1970s by Brazilian theater director and activist Augusto Boal, who was inspired by Paulo Freire’s *Pedagogy of the Oppressed*. As a form of activism, artistic practice, and community-based education, TO provides interactive performative techniques that can be used by students, teachers, scholars, artists, and community organizers to work together to fight oppression and create the possibility of transformative action and political and social change at the individual, communal, and political levels. TO can be an effective and powerful tool to stimulate critical consciousness in the classroom, as it draws on dramatic practices and perspectives to offer a model of liberatory education that explicates the structures of power, oppression, and other dimensions that inform both instructional practice and students’ experience within the curriculum. As Boal wrote, TO is used to “rehumanize humanity.” There are TO groups across the United States and throughout the world.

Articles may consider the following questions about Theatre of the Oppressed:

- How does TO support educators in thinking about liberatory teaching practices? How does it support alternative (i.e., less linear) ways of knowing and being in classrooms and schools?
- How does TO offer alternative visions for teachers and students? How do we best support and develop those practices in our classrooms? What should practitioners be aware of in enacting TO in school and community settings?
- How do we prepare teachers to use TO to bring the knowledge, experiences, and stories of students, oppressed communities, and the community to the forefront of education?
- In what ways does TO invite voices and narratives of traditionally marginalized populations into the classroom?

- What theoretical frameworks/ways of knowing can we call upon to help us use TO to reimagine and re-create the world through action?

These questions suggest topic areas but are not exhaustive. We encourage submissions not only from scholars and researchers but also from students, teachers, artists, and community organizers. Research on related models of critical pedagogy such as Applied Theatre or Ethnodrama, will also be considered. In addition to previously unpublished thematic essays or empirical research, we also seek nontraditional submissions, including scripts, comics, poems, song lyrics, photographic images, personal memoirs, links to videos, or manuscripts that combine genres.

Submissions should not exceed 7,000 words, including all references and back matter to the article. For submission instructions, please visit <http://www.kdp.org/publications/theeducationalforum/authorguidelines.php>

**Submission deadline: January 15, 2019**

**Submissions should be made at <https://mc.manuscriptcentral.com/utef>**

Please include the code 834 at the beginning of your manuscript title.

**For more information, please contact any of the coeditors:**

Dr. Monica Taylor ([taylorm@montclair.edu](mailto:taylorm@montclair.edu)), Dr. Emily J. Klein ([kleine@montclair.edu](mailto:kleine@montclair.edu)),  
Dr. Tabitha Dell'Angelo ([dellange@tcnj.edu](mailto:dellange@tcnj.edu)), or Dr. Alan Amtzis ([amtzis@tcnj.edu](mailto:amtzis@tcnj.edu)).