

CALL FOR PAPERS  
***Journal of Dance Education***



Special Issue  
**Asian and South Asian Dance in US Postsecondary Dance Education**  
**DEADLINE: September 15, 2021**

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The *Journal of Dance Education* invites manuscript submissions which discuss the pedagogies of Asian and South Asian dance in postsecondary education in the United States for possible publication. Accepted articles will be published in *JoDE* and may become part of a specialized collection focused on Asian and South Asian dance in US postsecondary education.

Over the last few years, deep political, social, and racial fissures have surfaced in the US that necessitate a need to discuss the role that dance and its associated discourses play in academia. As more and more Asian and South Asian dance forms, dancers, and students populate the dance studios of US academia, it is time that dance education confront the racist, sexist, ableist, and colonial modes that are embedded in the way that this transition often takes place, especially as instances of racial violence are on the rise. The cost of inclusion should not be an erasure where much of the plurality, difference, and fluidity of content and pedagogy— aspects that make these forms valuable to dance education—are lost. It is important then that the dance education community consider what this inclusion implies and generate scholarship to think through the shifts engendered by this diversity of movement pedagogy in the understanding of dance education and its outcomes.

This call for papers is framed by the following questions but is not limited by them.

- How can meaningful connections to the lives of students in the US be generated without erasing the historical and cultural specificity of Asian and South Asian dance forms?
- Asian and South Asian dance forms are marked by colonial violence to the extent that South Asia itself is a colonial category. How does dance pedagogy make this violence visible and generate space for epistemic healing? What are some of the strategies used to engage critically without exoticizing Asian and South Asian dance practices?
- Given that there are many iterations and versions of any given form and that dance practice in Asian and South Asian continues to resist codification, how is the issue of authenticity negotiated in US academia?
- Given that US dance departments have often relied on limited standards of technique framed by a White gaze, how are Asian and South Asian dance techniques and aesthetics performed and assessed within a postsecondary setting?
- What are the issues that might arise around teacher training, assessment, and accountability with respect to Asian and South Asian dance teachers and how are these negotiated?
- What are student experiences of learning Asian and South Asian dance techniques? Who are the students who choose to be in these classes and what are their aspirations and motivations?
- What dance forms from Asia and South Asia are represented in US academia and what is left out?

### **SUBMISSION INSTRUCTIONS**

Submissions may be Feature Articles (5,000-8,000 words including references), In Practice Articles (1,500-3,500 words including references), or Student Readings (1,000-3,000 words including references). All submissions will undergo a double-anonymous peer review process and should be submitted online via the ScholarOne website. Please see [JoDE's Instructions for Authors](#) for more information.

**Questions on what to submit?** Contact Karen Schupp: [karen.schupp@asu.edu](mailto:karen.schupp@asu.edu) and Aadya Kaktikar: [aadya.kaktikar@snu.edu.in](mailto:aadya.kaktikar@snu.edu.in). **Questions on how to submit?** Contact Sherrie Barr: [sherriebarr@gmail.com](mailto:sherriebarr@gmail.com) or Alison Leonard: [aleona2@clemson.edu](mailto:aleona2@clemson.edu).