

Thresholds in Education (ISSN 0916-9641)

CALL FOR PAPERS

Guest Editors:

Carolyn Plum
Northern Illinois University

Shannon Leigh Jette
University of Maryland

Special Issue: Critical Health Education in Critical Times:

Pedagogy, Praxis, and Possibilities

Thresholds in Education (originally *Thresholds in Secondary Education*) was first published in 1975 by faculty members at Northern Illinois University in DeKalb. Their intention was to “explore fresh ideas and viewpoints that may become the pathways to the future,” and for 35 years this venerable journal published four thematic issues a year. In those 35 years, articles by well-known educators and non-educators including Theodore Brameld, Benjamin Spock (yes, Dr. Spock), Linda O’Neil, Bill Ayers, William Schubert, Jan Woodhouse, Deron Boyles, Ming Fang He (to name just a few) appeared in the pages of *Thresholds* doing exactly that: exploring fresh ideas and viewpoints. However, in the face of rising publication costs and the growing contemporary online publication milieu, the last print version of *Thresholds* was published in 2010. Fast forward to 2014. In discussions between the *Thresholds* Foundation executive board and representatives of the *Academy for Educational Studies*, a plan was hatched: re-launch *Thresholds in Education* as an open access online journal and house it at the [Academy for Educational Studies](#) web site. We hope you will visit the *Thresholds* archive at the *Academy for Educational Studies* web site; suggest future theme issues and guest editors; and, in short, join us in bringing back into existence an important venue for sharing educational ideas.

Overview

The field of critical health education is a robustly growing area of interest and examination that brings together an international and interdisciplinary group of scholars. It is a field located at the intersection critical sociology, sport and physical education, media studies, body studies, and critical obesity research. Recognizing the tremendous impact of educational institutions in constructing and disseminating health related knowledge, much of the scholarship explores the logics, tensions, and contradictions inherent in health messages, values, and imperatives. The work interrogates assumptions around what gets constituted as (un)healthy, beautiful, ugly, (un)fit, and/or (ab)normal, and the impact such ideas have upon individuals and groups of individuals. Also central are explorations of the operation of power in health education, with a focus on how particular bodies are often marginalized with the corollary goal of identifying strategies that promote social justice.

Using this as our point of departure, this special issue seeks critically engaged research, commentaries, and/or book reviews that explore contemporary health issues, practices, and pedagogies. Articles accepted for publication will be theoretically rich, methodologically rigorous, and offer a substantive examination of a salient question, concern, or topic related to

health and/or wellbeing. To this end we seek manuscripts that will provide readers a multiplicity of perspectives (feminist, postcolonial, critical etc.) on historical, existing, and/or emerging issues that address the intersection of health and the political, cultural, symbolic, economic, and ideological dimensions that they inhabit. We believe this themed issue will be highly relevant to individuals interested in exploring how social and contextual forces influence the ways health is constructed, rationalized, problematized, and/or experienced by individuals in society.

We welcome essays that invite audiences to engage in the following key questions:

- 1) How is knowledge of what constitutes (un)healthy bodies constructed and how are these ideas translated in health education pedagogies?
- 2) How do individuals come to understand, experience, and engage with contemporary health imperatives?
- 3) How might researchers and educators ‘trouble’ and disrupt policies and practices that contribute to marginalization and/or foster inequities?
- 4) How do new forms of technology and the media hold the potential to transform experiences with one’s health and their body?
- 5) What theoretical and methodological innovations might help critical education scholars interrogate health related knowledge?
- 6) What transformative health education practices are practitioners utilizing to challenge pedagogies that marginalize and/or reproduce inequities?

This list of questions is not exhaustive, and we will review all proposals that address the topic in a substantive manner.

Possible areas of investigation/analysis for manuscripts include (among others) the following:

- Health politics and policies
- Formal and informal curriculum and pedagogies
- Food practices, pedagogies, and knowledges
- Health as a cultural construct
- Transformative health practices
- The production of health knowledge
- Health, social location, race, gender, and/or dis/ability
- Inequities, disparities, and social justice
- Health, wellness, and human rights

- Health, social media, and contemporary technologies
 - Health and the (in)active body
 - Physical education pedagogies
- Biopedagogies and/of health education

Author Guidelines

Please email an extended abstract/proposal (1-2 double-spaced pages), short reference list, 4 keywords, and 3-5 sentence author(s) bio(s) to cvanders@niu.edu by **February 15, 2019**.

Final Manuscript Formatting

- Manuscripts should be between 6,000-8,000 words, including abstract, list of keywords, appendices, footnotes and references, and reserves the right to return any manuscript that exceeds that length (APA style).
 - All text must be double-spaced; Times New Roman font with 12-point type required; 1-inch margins on all sides.
 - Authors should refer to *APA* for general questions of style, grammar, punctuation, and form, and for footnotes of theoretical, descriptive, or essay-like material.
 - The journal defers to author preference in decisions about the naming and capitalization of racial, ethnic, and cultural groups. Manuscripts should be internally consistent in this regard.

General Timeline Information

Abstracts Due: February 15, 2019

Acceptance/Rejection: March 1, 2019

Initial Draft Due: June 30, 2019

Final Revisions Due: October 1, 2019

Publication: November 2019