



Visual Culture & Gender (VCG) is an international, freely accessed, online journal available @ <http://vcg.emitto.net/>. The journal's purpose is to encourage and promote an understanding of how visual culture constructs gender in context with representations of race, age, sexuality, social units, (dis)ability and social class, and to promote international dialogue about visual culture and gender. VCG is also concerned with the learning and teaching processes and/or practices used to expose culturally learned meanings and power relations that surround the creation, consumption, valuing, and dissemination of images, and involves issues of equity and social justice in the learning, teaching, and practices of art.

Visual Culture & Gender is the first multimedia online journal in the field of art education and has an established international review board of feminist scholars in art education, and in media, African, visual culture, queer theory, and women's studies. The journal is included in the following databases: Proquest ARTbibliographies Modern; Feminist Periodicals; Wilson Database; and EBSCO.

The annual journal, begun in 2005, publishes about 50% of the submissions received after revisions and resubmission. Research articles, visual essays, and media reviews are refereed (peer-reviewed). Each submission is sent, without author identifiers, to three reviewers who recommend to: accept (minor revisions), accept subject to revisions and reconsideration by Editors, reject but invite resubmission with major revisions and reconsiderations, or reject.

About the Editors:

[Karen Keifer-Boyd](#), Ph.D., is past president of the National Art Education Association (NAEA) [Women's Caucus](#) (2010-2012), NAEA Distinguished Fellow Class of 2013, and [2012 Fulbright Distinguished Chair in Gender Studies at Alpen-Adria-Universität Klagenfurt, Austria](#). She serves on the NAEA Higher Education Research Steering Committee; on the Council for Policy Studies; and as past coordinator of the Caucus on Social Theory. She is co-founder and co-editor of *Visual Culture & Gender*, and has served on 15 editorial and review boards. She has been honored with leadership and teaching awards, including two Fulbright Awards (2006 in Finland and 2012 in Austria) and the 2013 Edwin Ziegfeld Award. Her writings on feminist pedagogy, visual culture, inclusion, cyberart activism, transcultural dialogues, action research, social justice arts-based research, and identity are in more than 50 peer-reviewed research publications, and translated into several languages. She co-authored *Including Difference: A Communitarian Approach to Art Education in the Least Restrictive Environment* (NAEA, 2013); *InCITE*, *InSIGHT*, *InSITE* (NAEA, 2008); *Engaging Visual Culture* (Davis, 2007); co-edited *Real-World Readings in Art Education: Things Your Professors Never Told You* (Falmer, 2000); and served as editor of the *Journal of Social Theory in Art Education* and guest editor for *Visual Arts Research*. She is coordinator of the [Judy Chicago Art Education Collection](#).

[Deborah L. Smith-Shank](#) received a Ph.D. from Indiana University in 1992, and currently serves as Chair of the Department of Arts Administration, Education and Policy (formerly known as Art Education) at The Ohio State University. She is also Emeritus Professor of Art at Northern Illinois University where she served as Head of the Art Education program. Smith-Shank has taught K-12 art, as well as undergraduate and graduate students for over 30 years. Her research is involved with artifacts of visual / material culture and social justice examined through semiotic and feminist lenses. She has published more than 100 articles and has presented her work internationally in venues including Australia, Northern Ireland, Finland, Portugal, Brazil, Chile, Canada, Croatia, Japan, Hungary, Slovenia, Turkey, Cyprus, The Netherlands, Belgium, and the United States. Smith-Shank is co-editor and founder of the journal of *Visual Culture & Gender*, an international, freely accessed, multimedia juried journal (<http://vcg.emitto.net/>). She is a Fellow of the National Art Education Association and currently serves as elected Vice President of the International Society for Education Through Art (<http://www.insea.org/>), and Treasurer of the United States Policy for Council Studies in Art Education. She previously served the National Art Education Association as president of the Women's Caucus from 1998-2000, and president of LGBTIQ from 2001-2003.

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Reviewers for the two-year term reviewing volumes 9 & 10 (Sept. 2013-Sept. 2015) are:

[Gabea Baderoon](#), Ph.D., writes on representations of religion, race, gender and sexuality in Africa. Her work has appeared in *Feminist Studies*, *Social Dynamics*, *Meridians*, *Research in African Literatures*, and *World Literature Today*, among other venues. Baderoon received a Ph.D. in English from the University of Cape Town, and has held fellowships in the African Gender Institute, Cornell University, and the "Islam, African Publics and Religious Values" Project at the University of Cape Town. She is at work on a project on "Public Privacies," an analysis of religion and sexuality in contemporary South African autobiography. Baderoon is also a poet, and is the author of the collections *The Dream in the Next Body* and *A hundred silences*. She is an Assistant Professor of Women's Studies and African Studies at Pennsylvania State University. See www.gabea.com for further details.

[Patty Bode](#), Ed.D., is a visiting associate professor at The Ohio State University in the department of Arts Administration, Education and Policy. She earned her doctorate at the University of Massachusetts, Amherst where she brought perspectives in Art Education to her concentration in Language, Literacy and Culture. Her research and teaching interests are undergirded by critical social theory including: critical multicultural theory, critical practices in teacher preparation, the arts in urban education, and the role of visual culture in the expression of student knowledge and political action. Patty prepares emerging art teachers to engage children and teens in the visual arts as a form of civic engagement. She asserts art education as a civil right and human right.

[Stefan Brandt](#), Ph.D. teaches American Studies at Karl-Franzens-Universität Graz in Austria. He taught North American Literature and Culture at the John F. Kennedy Institute for North American Studies in Berlin and Ruhr-Universität Bochum. He has written three monographs (*Male Gazes*, 1997; *Staged Masculinity*, 2007; *The Culture of Corporeality*, 2007), and edited two anthologies (*Douglas Sirk's 'Imitation of Life'*, 1999; *Transnational American Studies*, with W. Fluck & I. Thaler, 2007). In addition, he has published widely in the fields of literary and cultural theory – on Walt Whitman, F. Scott Fitzgerald, Henry James, Thomas Pynchon, Bret Easton Ellis as well as on American silent film, the Coen brothers' *Fargo*, 'astronautic pleasure' in postmodern cinema and masculinity in James Bond movies. Currently, he is working on two collections of essays (*Making National Bodies*, forthcoming,

with *A. Fellner; Transcultural Spaces*, forthcoming, with F. Mehring) and two book projects (*Transhemispheric Dialogue and Literary Self-Fashioning in the United States from the Revolutionary Era to the Civil War* and *Spaces of Liminality: An Eco-Critical Analysis of Anglo-Canadian Nature Writing*). [His essay in *Visual Culture & Gender*, volume 4, is linked here.](#)

Ed Check, Ph.D., an associate professor in art education and visual studies at Texas Tech University, is committed to empowering individuals and communities through art and education. One of the first self-identified gay art educators in the United States, Dr. Check co-founded the Caucus for Lesbian, Gay, Bisexual, Transgendered, Queer Issues in the National Art Education Association. His recent art and research focuses on working-class, sexuality, and race issues. Currently he is co-developing a Worker's Museum in Manitowoc, Wisconsin. He has served on *Studies in Art Education* review board and as coordinator of the Caucus of Social Theory in Art Education.

Kim Cosier, Ph.D., is associate dean of the Peck School of the Arts and associate professor of art education at the University of Wisconsin-Milwaukee. She is the founding director of the Milwaukee Visionaries Project, an after school program for middle school students, which teaches media literacy through production and critical engagement with animation and video. She holds a Ph.D. in Curriculum and Instruction with emphases in Art Education and Social Foundations of Education from Indiana University, Bloomington. Her research interests focus on the interconnected issues of [gender and sexuality](#), alternative education for at-risk youth, anti-biased teacher education, urban education, and art and education for social justice.

Elizabeth Garber, Ph.D., is professor of art at the University of Arizona and Chair of the Art and Visual Culture Education Division. Published widely in journals and anthologies, her research involves ceramics as material culture, and gender issues and social justice in art and visual culture education. Recent work on gender is focused on manifestations of feminist influence in young women's alternative culture. The role of craft in our lives as visual and material culture, and questions of craft as arts-based research characterize her current research in craft. Among numerous awards, she was Fulbright Professor to University of Art and Design, Helsinki, Finland in 2000; is a Distinguished Fellow of the National Art Education Association; a standing member to the Council for Policy Studies in Art Education; received the Pacific Higher Education Art Educator Award; the Kenneth Marantz Alumni Award given by Ohio State; and the Mary Rouse Award from the Women's Caucus of the NAEA. She is currently associate editor of the *Journal of Cultural Research in Art Education*, and serves on numerous editorial boards.

Brigitte Hipfl, Ph.D., is a professor of media studies at the Department of Media and Communication Studies, Klagenfurt University, Austria. Her research focuses on media and identity/subjectivity, culture, feminist theory, gender studies, cultural studies, postcolonial theory, and media education. Her English publications include the co-edited books *Media Communities* (2006) and *Teaching with the Third Wave. New Feminists Explorations of Teaching and Institutional Contexts* (2009).

Olga Ivashkevich, Ph.D., is an assistant professor of art education and an affiliate of the Women's and Gender Studies program at the University of South Carolina. Her research interests include girlhood studies, social justice and feminist pedagogies, and children's and youth new media production. Olga co-edited an interdisciplinary anthology *Girls, Cultural Productions, and Resistance* (with Michelle S. Bae) published by Peter Lang. Her articles appeared in a number of art education journals such as *Studies in Art Education*, *Visual Arts Research*, *International Journal of Education & the Arts*, *Visual Culture and Gender*, and *Art Education*. She is actively engaged in the community-based research and conducts art and new media workshops for at-risk girls in Columbia, SC area.

[Jan Jagodzinski](#), Ph.D., is professor in the Department of Secondary Education at the University of Alberta, Edmonton, Canada. He has authored eight books including *Youth Fantasies: The Perverse Landscape of the Media* (Palgrave, 2003). Research areas include queer theory, especially, queer film; gender theory, general readings; Lacanian psychoanalytic theory ~sexuation; masculine studies; postcolonial issues of sex/gender; Butler scholar; Irigaray scholar; Foucault scholar. His main interest is in Lacanian psychoanalysis and its applications to visual culture and pedagogy. This interest overlaps with Deleuze and Guattari's critique of Lacan and a search to find a way to perform a negative dialectic on both. He has served as editor, reviewer, and published in the areas of art education; media education and its applications to the classroom; the development and educational impact of feminism; linguistics and psycholinguistics; postmodernity and its impact on education; perception; representation; fantasy in children; aesthetics and a new foundation for visual arts education; and children and television.

[Sheri R. Klein](#) Ph.D., M.F.A., is an artist/educator/researcher and has taught undergraduate and graduate level art education. She has served on numerous editorial boards that include *Studies in Art Education*, *Art Education*, and *International Journal of Leadership in Education*. Many of her publications have focused on gender in relation to visual humor, professional practice, and leadership exploring research questions through action research, qualitative inquiry and graphic narratives. Her work has been published in national and international journals that included in *Art Education*, *Encounter*, *International Journal of Curriculum and Teaching*, *Reflective Practice*, *Studies in Art Education*, [Visual Culture Gender](#), *Visual Inquiry*, and numerous peer-reviewed online journals. She is editor of *Teaching Art in Context: Case Studies for Preservice Art Education* (NAEA, 2003) and *Action Research: Plain and Simple* (Palgrave Macmillan 2012), and is the author of *Art and Laughter* (IB Tauris, 2007). She is co-president-elect of the National Art Education Association (NAEA) [Women's Caucus](#) (2012-14).

[Michelle Kraft](#), Ph.D., assistant dean, Hancock College of Liberal Arts and Education (since 2008), has served as Chair of the Department of Communication and Fine Arts, Lubbock Christian University (2001-2005). She is an associate professor of art education, in the Department of Communication and Fine Arts at Lubbock Christian University. Her research concerns creating communitarian environments in art education and re-envisioning (dis)ability. Linked here is her article, [Saying the f\(eminism\)-word at a Christian University](#) published in *Visual Culture & Gender*, volume 3.

[Mildred R. Mickle](#), Ph.D., is an associate professor of English at Penn State Greater Allegheny. She is also the African and African American Studies Coordinator and the Creative Writing Coordinator. Her research interests are in African American literature, American literature, speculative fiction, poetry, and creative writing. Her latest publications are two books: *Gwendolyn Brooks. Critical Insights* (2009) and *I Know Why the Caged Bird Sings. Critical Insights* (2009).

[Adetty Pérez Miles](#), Ph.D., is an assistant professor of art education and art history at the University of North Texas. Her dissertation, *Dialogic Encounters: The School of Panamerican Unrest (La Escuela Panamericana del Desasosiego)* won the 2009 Penn State University Alumni Association Dissertation Award in the Fine Arts and Humanities Category. Her research interests include: Bakhtin's philosophy of communication, feminist theory and epistemology, contemporary Latin America art, postcolonial studies, Indigenous knowledges, visual culture, cyber aesthetics, and participatory art practices. Her work has been published in *The International Journal of Education through Art*, the *Journal of Social Theory in Art Education*, and *Studies in Art Education*. In *Visual Culture & Gender*, she has published: *An oppositional reading of patriarchy, love, neo-colonialism, and anthropophagy in Nelson Pereira dos Santos's film "How Tasty Was My Little Frenchman"* (2013). She has contributed essays to El Museo del Barrio in New York, and is the author of the

chapter *Revolution/Institution, Public Art and Answerability*, in the 2011 bilingual (English/Spanish) anthology, *The School of Panamerican Unrest* edited by P. Helguera and S. Demeuse.

Jennifer Motter, Ph.D., graduated from The Pennsylvania State University in May 2012. Her doctoral research "Feminist Art Curriculum: Politicizing the Personal via Cyberpost Activism" involves socially-responsible and culturally-responsive art education. Through Motter's research and praxis, she aims to encourage meaningful experience-based artmaking and strategic social media interventions in order to promote and facilitate social justice. Motter is particularly interested in the empowerment potentials of new media for marginalized groups, such as girls and women. She is co-president elect of the National Art Education Association Women's Caucus. Motter currently teaches at a middle school in Western Pennsylvania where she is building a digital art program.

James Sanders III, Ph.D., is an associate professor at The Ohio State University, within the Department of Arts Administration, Education and Policy (AAEP), and coordinates the Graduate Specialization in Museum Education and Management. Sanders research interests are in arts administration, heritage tourism, arts advocacy, craft, and queer studies. He serves on the oversight committee of OSU's Interdisciplinary Literacy Studies Series, and Sexuality Studies Specialization, and teaches cross-listed courses on media representations of Lesbian, Gay, Bisexual and Transgender Subjects, and arts career development (Positioning Passion) for the BA in Arts Management. Sanders serves as treasurer of the International Society for Education through Art, and has served terms as president of Caucus on Social Theory in Art Education, co-chair of the LGBT/Queer Issues Caucus, and past president of the Public Policy and Arts Administration Special Interest Group of the National Art Education Association, in addition to being elected to the Council for Policy Studies in Art Education. Sanders has served on the board of Ohio Advocates for the Arts since 2005, on the board of the Gay Ohio History Initiative, and a member of a dozen different academic journal's editorial boards. Sanders was founder of the Arts-Based Elementary School in Winston-Salem, NC and worked in the not-for-profit arts sector for 26 years preceding his entry into academe.

Shari Savage holds a B.A.E. (Bachelors of Art Education), a M.A. (Museum Studies), and a Ph.D. in art education, all from The Ohio State University. She received the *Excellence in the Arts Award* from the OSU College of the Arts, was a GATA nominee for exceptional teaching at OSU, and was the 2009 recipient of the *Manuel Barkan Fellowship for Scholarly Excellence in Dissertation Writing* from the Department of Art Education. Dr. Savage's research centers on critical investigations of gendered visual representations and has recently become very interested in teacher candidate mentoring. Dr. Savage is the author of several juried book chapters and has juried articles in both the journals of *Visual Arts Research* and *Visual Culture & Gender*.

Kryssi Staikidis, Ed.D., is associate professor in the Art Education and Community Practices Department at Tyler School of Art/Temple University. She holds a Doctor of Education Degree in Art and Art Education from Teachers College Columbia University in New York City, a Master of Fine Arts in Painting from Hunter College in New York City, and a Bachelor of Science degree in Anthropology and Art History from Columbia University in New York City. Her research interests are indigenous pedagogy, art studio practice as a site for research, and visual culture/critical pedagogy in the classroom. She served as Senior Editor for *The Journal of Social Theory in Art Education*.

Enid Zimmerman, Ed.D., professor emerita at Indiana University, focuses her research and practice on art talent development, creativity and art education, art teacher education, feminist art education, leadership and mentoring, global art education, and curriculum and policy issues. She has authored over 130 articles, 20 book chapters, and 25 books and monographs and has taught or conducted workshops in over 25 countries. She has received numerous national and international awards.

Through the Prism: Looking at the Spectrum of Writings of Enid Zimmerman, a book published by the National Art Education Association in 2009, presents a summary of her influence on art education through her writings and those of her former students and colleagues.

[**Jennifer A. Wagner-Lawlor**](#), Ph.D., is an associate professor of Women's Studies and English at Penn State University. She is author/editor of four books, the most recent of which are *Postmodern Utopias and Feminist Fictions* (Cambridge UP, 2013), and *The Scandal of Susan Sontag* (co-edited with Barbara Ching; Columbia UP, 2009). She has published numerous articles on nineteenth and twentieth literature, with a focus on women's utopian literature. Her current projects include a monograph entitled *Regarding Climate Change*, exploring epistemological and narratological issues related to ecological thinking, affect, transformative politics, and ecological feminist movement.