



THE BEACON

SCHOOL OF EDUCATION

University of Massachusetts Amherst

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Or go to the School of Education home page and click on The Beacon
in the menu under News and Events.

Research Assistantship

Department of Student Development and Pupil Personnel Services

10 hour/week, Spring 2010, doctoral level research assistantship to work on a large-scale database and policy analysis research study funded by the JEHT foundation. The study is an investigation of school referrals to the juvenile justice system.

Responsibilities: Development of a database in SPSS from multiple data sources, running descriptive analyses and data cleaning procedures, contacting state and local governmental offices to obtain policy and procedural standards, scholarly writing.

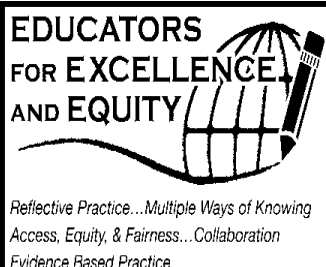
Qualifications: Applicants should have an interest in juvenile justice research, a background in data analysis, experience with SPSS, and strong writing skills.

Please send a letter of interest to Robbie Calliham, calliham@educ.umass.edu

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We will not publish The Beacon during the week of December 27, 2009 -Jan 2, 2010

Send your news to: goodnews@educ.umass.edu or dms@educ.umass.edu



The Beacon Deadline is FRIDAY

Please submit *Beacon* announcements to: **Room 126 Furcolo Hall** or to dms@educ.umass.edu

by 5:00 P.M. on **Friday** for inclusion in the following issue.

All assistantship notices will run for two issues;
notices of examinations and dissertation proposals will run for one..

CALL FOR SUBMISSIONS
Equity & Excellence in Education
Special Issue: Social Justice and the Arts
Guest Editors: Lee Anne Bell and Dipti Desai

Artists have always been engaged with social justice issues, yet social justice educators often overlook or are not aware of their work and its transformative potential. The arts provide a uniquely powerful way to link the individual and systemic levels on which oppression and injustice operate. Given the challenges of helping people discern the relationship between individual acts of injustice and system-wide patterns, the arts offer an important tool for making these connections at a visceral level.

Because oppression is lived not just “out there” in the world but “in here” in our bodies, minds, and hearts, the arts are a vehicle for exploring these connections in a deeper, more embodied way. The arts also inspire our imaginative capacities and break through the crust of conventional thinking, opening new ways to imagine what the world could be like if justice were the organizing principle. Such opening can generate dialogue and divergent viewpoints that expand the possibilities for analysis and action.

In this special issue we emphasize that teaching/learning occurs in many places, including but not limited to K-12 settings, and we invite articles about the arts and education from this broad understanding that draw upon art forms including dance, theater, visual arts, performing arts, music, media arts, poems, storytelling, and spoken word.

We seek articles that show how the arts can enable people in schools and communities to think critically about issues of oppression and imagine creative actions to engender justice in the world. We also welcome articles that explore local/global connections and relationships, as well as those that focus on human rights and justice from an international perspective.

All articles should address in some way the following key points:

- Illustrate praxis, showing how theory and practice connect to promote social justice in schools and communities
- Offer a critical analysis that connects the individual and institutional/levels on which oppression operates
- Grounded in the arts and demonstrate creative ways to imagine otherwise
- Community and/or school based
- Show people as agents with the capacity to act on their analysis and commitments

Connect critique with hope and possibility

Note: If images are included with the article they should be at least 300 dpi, in black and white only, and must include copyright permission from the creator(s) of the images.

Submission Guidelines

Complete manuscripts are due May 1, 2010. For author guidelines, please see the inside back cover of this issue or visit the journal website (<http://www.eee-journal.com>). Please confine manuscripts to 25 double-space pages and indicate in your cover letter that the submission is for the special issue on *Social Justice and the Arts*.

All submissions are peer reviewed. This special issue is scheduled to be published August 2011. **Contact Lee Anne Bell** (lbell@barnard.edu) with any questions related to this special issue. /