

CALL FOR PAPERS

Special Issue of *The International Journal of Qualitative Studies in Education*
 Theme: **Foucault's Analytic of Problematization**

Co-Editors: Dr. Alecia Jackson and Dr. Star Brown
 Appalachian State University
 Boone, North Carolina; USA

Description

We invite submissions for a Special Issue focused on enactments of Foucault's analytic of **problematization** in and across the field of education. This issue seeks to trace how "problems" are not neutral, but are historically and socially constructed through discourse, power/knowledge, and practice. Foucault conceptualizes problematization as the "work of thought." This framing prompts scholars to critically examine the conditions under which issues in education come to be defined and governable as "problems," whose interests are served, and what alternative possibilities might emerge when these constructions are contested.

We welcome proposals that experiment with problematization in relation (but not limited) to:

- Educational policy
- Curriculum design, instructional practices, and assessment strategies
- The shaping of student, teacher, leader, and stakeholder subjectivities
- Equity, access, and inclusion in educational settings
- Leadership and organizational structures in school and colleges/universities

We also welcome interdisciplinary papers from areas such as media studies, science and technology studies, social work, political science, environmental humanities, and others, in the context of educational practice and policy.

We are especially interested in papers that stretch Foucault's analytic of problematization by putting it in productive tension with other theories such as posthumanism, new material feminisms, and affect theory — to name a few.

Additional priority will be given to inventive work from scholars in a variety of career stages and geographic locales. Submissions from scholars living and researching in locales outside of the Global North are especially encouraged.

Submission Guidelines

Authors should submit an abstract of up to 300 words that describes how their chapter takes up **problematization** as related to the Special Issue as presented above. Please also include key words that indicate how your proposed chapter aligns with the call.

Proposal abstracts are due **May 15** and can be submitted using the following Google form: <https://forms.gle/kUMFN83zdrWLjRSR8>

Questions can be directed to Dr. Alecia Jackson: jacksonay@appstate.edu

Timeline

2026

April 6	Distribute call
May 15	Abstracts of 300 words due
July 1	Notification of acceptance

2027

February 1	First drafts due to the ScholarOne system Paper length is 5,000-6,000 words (exclusive of references)
Feb-May	Review and revision process All contributing authors will serve as peer reviewers for 2 papers submitted to the special issue.
June 1	Final versions due
July 1	Submission of full issue to <i>QSE</i>

Dr. Alecia Jackson is Professor of Research at Appalachian State University where she is also affiliated faculty in the Gender, Women's, and Sexuality Studies program. Her work seeks to animate philosophical frameworks in the production of the new, and her current projects are focused on the ontological turn, qualitative inquiry, and thought. Her publications using Foucault's concepts of power, discourse, and subjectivity have appeared in *The International Journal of Qualitative Studies in Education*, *Qualitative Inquiry*, *Qualitative Research*, and *Gender and Education*. With Lisa Mazzei, she is co-author of *Thinking with Theory in Qualitative Research* (2012; 2023), and co-editor of *Postfoundational Approaches to Qualitative Inquiry* (2024) and *Voice in Qualitative Inquiry* (2009).

Dr. Star Brown is the Acting Director/Dissertation Coach for the doctoral program in educational leadership at Appalachian State University. Her research and mentoring foreground critical inquiry in education, including post qualitative, feminist, and poststructural approaches. Her scholarly work engages higher education contexts, with particular attention to community colleges, first-generation college students, and policy problematization. Her most recent publication takes a Foucauldian perspective on "dangerous dissertations," exploring how alternative approaches to dissertation inquiry enable students to critique professional contexts, navigate shifting subjectivities, and enact transformative scholarly practices.