CALL FOR PAPERS
Transformative Works and Cultures

Transformative Works and Cultures (TWC) is an international peer-reviewed online journal published by the Organization for Transformative Works. TWC aims to provide a publishing outlet that welcomes fan-related topics and to promote dialogue between the academic and fan community.

Fan Studies Pedagogies

The expansion of fan studies within academia has led to more instructors using fannish activities and engagement in the classroom. Teaching fandom and fan studies means drawing from a multidisciplinary spectrum of methodologies and foci. Yet as fan studies refuses to become "disciplined" enough to match traditional academic units, it becomes imperative to discuss the various contributions, methodologies, ethics, and lacunae of the field in a classroom setting. The specific pedagogical needs of the fan studies classroom require sustained interrogation because of the changing field of fan studies itself.

This special issue seeks submissions that specifically address the pedagogical methods, styles, contributions, and concerns of the fan studies courses. We are particularly interested in pedagogical methods drawn from fan studies, fan studies' application to the academic environment, engagement with students' fannish affect for pedagogical purposes, and explorations of how fan studies itself is taught. We also seek papers that directly address the epistemological and ethical stakes of operationalizing fans' approaches to their media texts for use in academic contexts, and best practices for securing permissions for student contact with fan texts themselves.

We also welcome shorter pieces focused on particular projects that have worked in the classroom, hybrid, or online setting. We seek to develop the Symposium section as a useable set of lesson plans, assessment techniques, and methodological interventions with immediate pedagogical application.

Topics may include, but are not limited to:

- Student or Instructor fan engagement
- Fan studies methodologies in the classroom
- Fandom itself as pedagogical method
- Administrative reaction to fan studies pedagogies
- Global fan studies in the classroom
- Learning management systems and their roles in the fan studies classroom
- Engaging with race and fan studies in the classroom
- Student demographic changes and fan studies
- Corporate engagement with/cooptation of fandom as pedagogical opportunity
- Fandom as model for the academic system
- The hybrid course as relational mode in fan studies classrooms
- The ethics of assessing affective engagement
- Methods of assessing the creative fan studies project
- Collective assignments and the expression of fannish ethics
- Leveraging students’ existing fan-expertise throughout a course

Submit final papers directly to TWC by JANUARY 1, 2020. Please visit TWC’s web site for complete submissions guidelines, or e-mail the editors at editor@transformativeworks.org. Contact guest editors Paul Booth and Regina Yung Lee with any questions or inquiries at FandomPedagogy@gmail.com.

Theory: Peer review. Length, 6,000–8,000 words plus a 100–250-word abstract.
Praxis: Peer review. Length, 5,000–7,000 words plus a 100–250-word abstract.