

Call for Papers – Special Issue

“Teaching (with) the Grateful Dead”

A special issue of *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy*

Submission deadline for full articles:	August 1, 2020
Notification of acceptance by editors:	October 1, 2020
Revised (if necessary) submissions due:	December 30, 2020
Expected publication date:	Spring 2021

The phenomenon of the Grateful Dead has been written about (and studied) for more than 50 years, starting first with rock 'n' roll journalists and, over the past 30-plus years, both by rock journalists and by academic scholars in a variety of fields and disciplines. Indeed, in terms of scholarly activity, the Grateful Dead area of the Southwest American/Popular Culture Association (also known as the Grateful Dead Scholars Caucus) has been in existence for 20-plus years and has attracted scholars from more than 30 separate disciplines. While the Grateful Dead phenomenon has proved worthy from a scholarly standpoint, anything that merits academic inquiry from scholars also warrants inquiry from students. One of the issues that comes to the fore in making the Grateful Dead phenomenon accessible to students is figuring out how to teach about the Grateful Dead, particularly when considering the ongoing scholarly activity in so many fields and the various settings in which teaching can and does occur. Also worthy of note are the many ways that the Grateful Dead frequently have been incorporated into the curriculum in various otherwise apparently unrelated academic disciplines, such as business management or the sciences.

This call for papers seeks to draw upon these different perspectives and approaches to teaching and learning in Grateful Dead studies and/or using the Grateful Dead as a vehicle for studying in various disparate disciplines for a special issue on “Teaching (with) the Grateful Dead.”

Of particular interest are articles that address a variety of pedagogical approaches to teaching about the Grateful Dead or using the Grateful Dead as a teaching tool, especially in terms of considering the notion of pedagogy broadly defined to include classrooms, films, movies, television, radio shows, popular publications, exhibitions, conferences, academic publications, musical events, and those one-on-one moments in which many Deadheads first heard about and became educated about the band and wanted to build their knowledge and awareness of the various aspects of the Grateful Dead phenomenon.

Types of Submissions:

- Articles/Essays – theoretical or practical discussions of popular culture and/or pedagogy.
 - MLA or APA format.
 - 5,000-7,000 words (inclusive of abstract, endnotes, and works cited).
- Musings and Reviews – essays relating to popular culture and/or pedagogy; reviews of books, films, games, conferences, etc., as relevant.
 - MLA or APA format.
 - 1,200-1,800 words (inclusive of endnotes and citations).

Submission Guidelines:

For all submissions, please submit the following documents:

- A title page with the author’s name, affiliation, city, state, country, and email address.
- A full version of the submission as intended for publication.
- A blinded version of the submission for review purposes.

The guest editors, in consultation with the *Dialogue* editorial board, will review submissions in the initial selection phase and will identify qualified reviewers, with oversight from the *Dialogue* editorial board, to provide constructive feedback and recommendations for publication (accept, reject, accept with revisions) on full article manuscripts in a double anonymous review process. Final approval of articles for publication in this special issue will require the consensus of the guest editors and the *Dialogue* editorial board. Special efforts will be made to solicit proposals from a diverse group of scholars, and special encouragement is being extended to scholars outside of the SWPACA’s Grateful Dead studies area.

Please send submissions to special issue editors Julie H. DeLong (Julie.h.delong@gmail.com) and Timothy Ray (tray@wcupa.edu).

