CALL FOR PAPERS, 75

Monograph 2023-2

Papers may be submitted from: 2022-04-01
Deadline: 2022-09-30
OnlineFirst publication: 2023-01-15
Definitive publication: 2023-04-01

Youth, gender identity and power in digital platforms
Juventud, identidad de género y poder en las plataformas digitales

Guests Editors

Dr. Adriana Gewerc, Universidad de Santiago de Compostela (Spain)

Dr. Inés Dusel, CINVESTAV-IPN (Mexico)

Dr. David Lee-Carlson, Arizona State University (USA)

Approach

We are living in an increasingly platformized society where digital infrastructures have the capacity to organize frameworks of action, aesthetics and ethics for thousands of millions of individuals. Within a framework of ostensible freedom, platforms, acting like discursive machines, regulate the social practices and representations on the basis of a deep and opaque structure, which continues to operate even when discourses of contestation are generated. This monograph seeks to address the practices engaged by the youth in digital platforms, paying particular attention to the construction of gender identities. Most young people use the Internet, and digital environments, mainly motivated by their desire to consume audiovisual contents, stay in touch with friends and acquaintances and make plans or share practices. Platforms provide the frameworks where their sociability and their identity scripts are constructed. The impact of social networks on gender socialization is undeniable, but we do not yet know how it occurs and what social and educational effects these configurations may have. Although we are seeing today that some of these gaps are being reduced, there still remain infinite ways of exerting and manifesting power in terms of gender identities, which encompass systemic or counter-systemic approaches and explicit and implicit forms.

Key words

- Gender identity
- Media practices
- LGBTTTQI+ movements and gender activisms
- Homophobia or transphobia
- Digital platforms

Questions

- What role do digital platforms play in the construction of gender identity in adolescents?
- What are the practices that express gender-related identity manifestations in digital environments?
- Which are the influences of the different sociocultural, economic, social/family contexts and affinity spaces in adolescents' media practices?
- Which are the explicit and implicit ways of exerting and manifesting gender power, whether it is from systemic or counter-systemic positions, in digital platforms?
- What is shown and what is hidden in the practices engaged by the young in digital platforms?
- How do the young learn to participate and what type of participation is encouraged in digital platforms?
- What place do LGBTTTQI+ movements and gender, homophobia or transphobia activisms have in the social networks and how do they influence gender identity construction in adolescence?
- What are the social and educational effects of the construction of gender identity in digital platforms?
- What are the additional demands that are placed upon educational institutions because of problems such as *sexting*, *grooming*, online replication of stereotypes, misogynistic, homophobic attacks etc., most of which are reflected in the different digital platforms the young use?

Guest Editors

Adriana Gewerc (Universidad de Santiago de Compostela, España)
Doctor in Education of the Universidad de Santiago de Compostela (Spain). Associate Professor of Educational Technology accredited to access a position as Full Professor in the same university. Coordinator of the Stellae research group (GI143) http://stellae.usc.es and a member of REUNI+D (https://reunid.eu/). In the last few years, her lines of research have been focused on the inclusion of technologies in teaching from an educational perspective.

Inés Dussel (Departamento de Investigaciones Educativas del CINVESTAV-IPN, México)
Professor and a researcher with the *Sistema Nacional de Investigadores* (SNI) of México, Level III. She is a Doctor of Education of the University of Wisconsin-Madison. She held the position of Director of the Education Area of FLACSO/Argentina between 2001 and 2008 and was a Visiting Professor at the Universities of Melbourne, Paris 8 and Humboldt of Berlin. In 2018, She was the recipient of the *Humboldt Research Award*, granted by the Alexander von Humboldt Stiftung (Germany) in recognition for her academic career. Her current topics of research are linked to visual and digital culture from a historical and educational perspective.

David Lee Carlson (Arizona State University, USA)
Professor in Qualitative Inquiry and Gender and Sexuality Studies. Coeditor of *Michel Foucault and sexualities and gender education: Friendship as ascesis* (Palgrave), his most recent book. He also co-edited in 2015 the collection *Beyond borders: Queer eros and ethics in LGBTQ young adult literature* (Peter Lang). He has written extensively on LTGBQ issues in education and philosophy from a qualitative inquiry approach. His articles have been published in *Qualitative Inquiry, Journal of LGBT Youth,* and *Journal of Curriculum and Pedagogy.*

Instructions and Submissions of Proposals

Guidelines:

https://bit.ly/3eA7G7v

Submissions for the Monograph through the OJS platform:

https://bit.ly/3eydP49

Journal portal website:

www.revistacomunicar.com

Institutional co-editors