Art History Pedagogy & Practice (AHPP)

Deadline: Jul 1, 2025

Kathleen Pierce, Smith College

Art History Pedagogy & Practice will once again be accepting submissions beginning in February 2025.

While the journal has been on hiatus for the past few years, it was recently transferred to a new institutional home at Rutgers University, where it is co-sponsored by Rutgers Libraries and the Department of Art History. Art History Pedagogy & Practice is a peer-reviewed, open-access journal devoted to the scholarship of teaching and learning (SoTL) in art history. The journal provides a forum for scholarly discourse that articulates and interrogates the widest range of art historical pedagogical methods, whether in the art history classroom, the art museum, online spaces, or broader communities. Art History Pedagogy & Practice embraces multiple research models that examine the effectiveness of instructional strategies and technologies that build the skills, theories, concepts, and values necessary to art historical practice; it also fosters exchange between art history and allied fields including art and museum education, studio art and design, visual and material culture, and the digital humanities by considering the role of technology and the material object to enhance understanding and intellectual development.

Art History Pedagogy & Practice invites a variety of submissions, from quantitative SoTL studies to theoretical and methodological explorations about possibilities for art history pedagogy. The journal welcomes single- and multi-authored works as well as fully collaborative digital and multi--modal projects. We encourage submissions from authors at all academic levels, including collaborative projects that engage graduate and/or undergraduate students as contributing authors. We are currently seeking the following types of submissions:

- Long form articles: essays and reports documenting completed or in-progress projects, theoretical or scholarly papers, critical reflections, or reviews of literature/state of the field (3,000-10,000 words).
- Short form essays: discussions of in-progress SoTL projects, responses to previous articles, reflective essays on in-class or curricular experiences, provocations, and/or analyses of implementable teaching strategies anchored in practice (1,500-3,000 words).
- Book reviews (up to 1200 words)
- Multi-modal projects: in-progress or completed projects that fit into the rubric of the scholarship of teaching and learning (SoTL). If you wish to propose a multi-modal project, please reach out to the editors at AHPP-Journal@rutgers.edu to inquire about submission.

We seek submissions for the inaugural volume of the relaunched journal by July 1, 2025. We also welcome submissions following this date on a rolling basis. Authors can submit their work

through our submissions portal.

Questions can be directed to Jenevieve DeLosSantos and Kathleen Pierce, Editors in Chief, at AHPP-journal@rutgers.edu. For more information about AHPP, visit our website. For further discussion of submission guidelines, see our policies page and final manuscript preparation guidelines.

Reference:
CFP: Art History Pedagogy & Practice (AHPP). In: ArtHist.net, Feb 16, 2025 (accessed Nov 25, 2026), <https://arthist.net/archive/43966>.