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Communicating Otherness, Vol.1 – *Otherness in communication research*

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This is the first of a six-volume international series entitled **Communicating Otherness** [Luísa Magalhães, UCP & Enrique Castelló-Mayo, USC (Editors-in-chief)]. The theme of this series is the development of the concept of Otherness within an interdisciplinary perspective that combines Communication Studies with disciplines across the Arts and Humanities, Philosophy, Sociology, and Cultural Studies. We aim at entangling this concept with the position of the Other. Hence, we propose interpreting the process of othering from within, switching the traditional perspectives related to the use of power (by the Self towards the Other). In so doing, we will investigate the realm of the Other (as transformed into an alternative Self, an object that the self can observe, study, reflect upon) from a multidisciplinary perspective.

Contributions to this volume will be spread along the next 4 sections and might include (but are not limited to) explorations of:

1 – The ubiquitous *other* as communication receiver

Every process of human interaction includes source-and-receiver mechanisms. Communication research is frequently concerned about the best possible ways to create reliable sources for reliable messages. Also very frequently, the source is privileged in the analysis of data and of interactive exchanges. However, the key to fruitful communication lies in the willingness and understanding of the receiver – the Other. Reception is the ultimate target in every communicative processes. Therefore, the positioning of *source* in the shoes of the *Other* could maybe improve the chosen strategies and results achieved. Authors might address this part of the volume from various perspectives, within an interdisciplinary effort to understand the *Other* in the role of *receiver*, approaching the process in different areas of knowledge and research.

2– The experience of *otherness* along educational systems

Education is hard work, both for those who develop educational strategies and for those who endure its multiple formats of delivery. For educators, albeit formal or informal, addressing their public remains a challenge – considering educators as *source* for the educational message. For students, pupils, learners of all types, there is an area of experience that provides connection and bonding – or, disrespect and annoyance, mistrust, and contempt. Authors interested in this topic might address the narratives of formal and informal reception of educational formulae, discussing syllabi, strategies, materials, trends, and politics from the perspective of the receivers, as the *Other.*

3– Threatening categories: race/ethnicity, sexuality, tradition /innovation, cultural identity

This sociological insight about how *Self* acknowledges *Other* along varied situations of established differences in attitudes, values, performances, and rituals will allow for contributions from a wide range of research subjects. Editor's concern regards the voice of some groups and individuals that commonly endure this expression of difference in a threatening way, regardless of the strength and value of these differences in the development of societies. The colonial past of some European countries remains as a memory and as a social scar, in many cases; in other cases, sexuality, freedom of choice, body language and political choices remain as milestones for the establishment of solid behavioral boundaries. Biological differences can relate to illnesses or to alternative possibilities of life – and medical terms are needed to express these differences and conditions. Tradition creates memories as well as blockages. The role of tradition vs. the role of innovation became a never-ending argument in which development may lie the trap of denial, as well as the fear of novelty and of change. Authors addressing this topic are challenged to cover a wide field of research, centered in the reactions, feelings, expressions, and choices of those who embody the *Other* in threatening circumstances of life and society.

4 – Troubleshooting *otherness*: playful contexts, fashion solutions and alternative geographies

The possibility of overcoming the difficult conditions imposed by *otherness* is a call for creativity and art, as well as for communication and cultural interchange among receivers of varied ages and genders. Play constitutes a reactive behavior against the effects of *othering* in formal and informal social groups. Fashion, in multiple fields of consumption, remains as a strong voice for standing up as valuable *Other* that exists in various levels of autonomy and of self-expression. Different countries, different legislations provide for escape, change and chances of a different life – thereby reducing the effects of negative *otherness* and fostering solutions of coexistence and social peace. Authors might address this topic by researching about play, fashion and travel or even migrating as a troubleshooting behavior that diminishes or extinguishes – in an ideal world – the difficulties and harshness of assuming *Self* as *Other*.

Submission Guidelines

Please send an **abstract** of no more than 350 words, along with a brief **bibliography** (3-5 sources) demonstrating the proposed chapter's theoretical foundations, and a short **biography** (75 words) by **February 1, 2023**.

Notifications

will be sent to all authors as soon as the review process terminates. Authors of approved abstracts will be asked to write chapters of up to 7,500 words, including references, which must be submitted by the final **deadline of July 28, 2023**.

NOTE:

Please include "*Communicating Otherness* – Vol.1 – Section XXXX " in the email subject, on initial submissions and any further correspondence.