

AEHJ

American Educational History Journal

Special Edition – Snapshots of History: Portraits of the 21st Century Pandemic

The *American Educational History Journal* is a peer-reviewed, international research journal devoted to the examination of educational topics using perspectives from a variety of disciplines. The editors of *AEHJ* encourage communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds. Authors come from a variety of disciplines including political science, curriculum, history, philosophy, teacher education, and educational leadership. Acceptance for publication in *AEHJ* requires that each author present a well-articulated argument that deals substantively with questions of educational history.

AEHJ accepts two types of original unpublished manuscripts not under consideration by any other journal or publisher, for review and potential publication. The first consists of papers that are presented each year at our annual meeting. The second type consists of general submissions received throughout the year. General submission papers may be submitted at any time. They will not, however, undergo the review process until January when papers presented at the annual conference are also due for review and potential publication. For more information about the Organization of Educational Historians (OEH) and its annual conference, visit the OEH web site at the web address below.

SPECIAL EDITION

This call addresses a *Special Edition of the American Educational History Journal* entitled, ***Snapshots of Educational History: Portraits of the 21st Century Pandemic***.

We have heard the word, “unprecedented,” used thousands of times during this past year on news outlets, in our work environments, and in our daily lives. And indeed this global pandemic, which has killed over 200,000 in the United States, is unlike anything we have experienced in our lifetimes. As historians, we know it is critical that we document this time of crisis so that generations to come can bear witness to this time of turmoil and tragedy. With these ideas in mind, the *American Educational History Journal* is seeking to hear from historians and other scholars about this unique and devastating time in our country’s history. The Journal is interested in honoring the traditions of oral history and narrative storytelling as a means to gather the voices of those whose lives have been touched by the COVID-19 crisis. And, let’s face it: that is all of us.

This special issue deviates a bit from traditional *AEHJ* requirements in that we are specifically looking for narratives, thus submissions need not be full-blown historical research studies. On the contrary, the point of this special issue is for authors themselves to serve as the archival material that will benefit future scholars interested in understanding what it meant to live through this health catastrophe while doing the work of educators. So, your story is what we want to highlight—your narrative, your experience. We owe it to the historians of the future to share our voices.

We envision this *AEHJ Special Edition* will consist of a collage of original unpublished essays not under consideration by any other journal or publisher, of approximately 8-10 double-spaced pages in length. Submissions must capture the lived experiences of schooling during the arduous and challenging months of the 21st century pandemic. We seek portraits of schooling and vignettes of education on topics both within the United States and abroad to consider for publication. Scholars are encouraged to use this venue to disseminate descriptive essays and personal descriptive narratives on schooling at all levels during the pandemic era, broadly conceived, including, but not limited to issues related to distance and Zoom teaching and learning; schooling and unemployment; food insecurity; home/office/school phenomena; BLM; social media; Covid and the classroom; mental health; elections; and family life practices and habits. *AEHJ Special Edition* will be your stories for historians of the future. Essays will be accepted for review and potential publication until **February 15, 2021**.

Essay Guidelines

Submitted essays must conform to the following guidelines:

- For all style questions, refer to the *Chicago Manual of Style*, 17th edition, Documentation II Author-Date Style. See page 891 in the 17th Edition.
- Essays can be no more than 8-10 pages, including references, charts, graphs, photos, if any.
- Do not use headers and/or footers.
- Use Times New Roman, 12 point font for all text.
- Double-space all pages of the essay.
- Use only 1” margins for all pages of the essay.
- Indent the first sentence of each paragraph **five** spaces.
- Use only one space between sentences.
- Use *italics* and not underline for all emphases.
- Include a comma before “and” in any series (e.g., “black, blue, and green”).
- Unless a sentence ends with a citation, place all end punctuation within quotation marks.
 - For example: “ ... just after World War II.”
- If a sentence ends with a citation, end punctuation should follow the citation.
 - For example: “ ... which is why he made the argument that he did” (Smith 1934).
- Remove all spaces before and after dashes and hyphens.
- Use the “Insert, Symbol, Special Characters” function for all ellipses. Place one space before and after the ellipses symbol.
 - For example: “ ... the end of the sentence. Then, he argued against Smith’s claims ... only to be refuted by ... ”
- Italicize all book titles.
- All references to books and articles should take place within the text itself. At the end of each sentence that requires a reference, the last name of the author and the date of the publication should appear. Include both in parentheses. If a page number is added, the number appears after a comma *without* the word “page” or the letter “p.”
 - For example: (Smith 1925, 125).
- Footnotes are **strongly discouraged**, though they are permitted according to Documentation II Style. Only in rare cases, the use of footnote **may** be approved for use **sparingly**.
- The list of references must appear at the end of the essay. The reference list only includes works that are cited in the paper. Arrange all references alphabetically by the authors’ last names. The date of publication appears after the author’s name. Be sure to include all subtitles.
- For all other questions, please refer to the *Chicago Manual of Style*, 17th edition, Documentation II Author-Date Style. See page 891 in the 17th edition.

Here is a short **sample Reference list**. For specifics, look at the “Reference lists” section beginning on page 898 in the 17th edition of the *Chicago Manual of Style*.

References

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- Welsh, Thomas G., Jr. 2009. “Cross Purposes: Catholic Disunity and the Decline of Youngstown’s Parochial Schools, 1964-2006.” PhD diss., Kent State University.

It should be noted that essays submitted without conforming to style (for example, written in APA Style, or with multiple style errors) or that have significant grammatical or mechanical errors will be returned to the author without review.

All essays must be submitted electronically. Email them to **Dr. Shirley Marie McCarther** at aehjeditor@umkc.edu. In the subject line of your message, type “AEHJ Special Edition Submitted Essay—Author’s Last Name” (Example subject line: **AEHJ Special Edition Submitted Essay—Smith**).

*Note: During the current public health situation, UMKC faculty are working remotely. Regular postal service mail pick-up is not available. Notify the Editor via email prior to forwarding **any** ground delivery.*

All essays are reviewed with a blind, peer review process.

Special Edition Timeline:

Submission Deadline: February 15, 2021

Expected Publication Date: Summer, 2021

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