

**“National History and Beyond”**  
***Journal of Curriculum Studies***  
**Special Call for Submissions**

In the nineteenth century, the teaching of history was introduced as part of a nation-building program in many countries. Throughout the twentieth, narratives of national progress comprised the over-arching frame for the study of history in the schools.

In the last decades of that century, challenges to the history-as-national-progress paradigm came from many directions: from intensified globalization, from regime changes (as in South Africa and Russia), from the new voices of women, indigenous peoples and ethnic and national minorities, and from the post-Holocaust diffusion of demands for reparative justice for historical crimes.

The *Journal of Curriculum Studies* seeks to publish a series of articles on conflict and accommodation as jurisdictions struggle over the shape and place of the nation in the histories that people learn in schools (as well as in museums, memorials and other public institutions).

Articles may include, but are not limited to: the politics of the history curriculum, the relationship between academic historiography and school curricula, teachers’ practices, and young people’s ideas. International comparisons are particularly welcome.

Submissions should be sent to Peter Seixas, special editor for the “National History and Beyond” strand, which the *Journal* intends to publish serially over the next couple of years. Authors of those that are accepted will then be invited to upload the manuscript electronically on the journal’s website.

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- Authors should include a biographical note of approximately 50 words.
- Manuscripts should be double-spaced throughout, including the reference section.
- Authors should include telephone and fax numbers as well as e-mail addresses on the cover page of manuscripts. Authors’ names should **not** be included in headers or footers (to facilitate masking for reviewers).
- Manuscripts should not exceed 10,000 words.