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CALL FOR PROPOSALS

58th Annual Meeting of the African Studies Association



THE STATE AND STUDY OF AFRICA

NOVEMBER 19-22, 2015 • SHERATON SAN DIEGO HOTEL AND MARINA

DEADLINE FOR PROPOSAL SUBMISSION:

March 15, 2015

PROGRAM CHAIRS

Derek R. Peterson, University of Michigan

Dismas A. Masolo, University of Louisville

About the Meeting

We are soliciting proposals for papers, panels, and roundtables. Presentations may focus on the theme of *The State and Study of Africa* or on broader social science, humanities, and applied themes relating to Africa. We strongly encourage the submission of formed panels. You can find more information on the theme and the call for proposals at the ASA website, www.africanstudies.org.

How to Submit a Proposal

Instructions for submitting proposals can be found online on the ASA website, www.africanstudies.org.

About the African Studies Association

Established in 1957, the African Studies Association is the largest organization in the world devoted to enhancing the exchange of information about Africa. Our members include scholars, students, teachers, activists, development professionals, policy makers, donors and many others. We encourage interdisciplinary interactions with Africa. We provide access to pathbreaking research and key debates in African studies. We bring together people with scholarly and other interests in Africa through our annual meeting and seek to broaden professional opportunities in the field of African studies. The organization publishes two leading interdisciplinary journals on Africa, *African Studies Review* and *History in Africa* and promotes an informed understanding of Africa to the public and in educational institutions as well as to businesses, media, and other communities that have interests in Africa.

ENQUIRIES

asameeting2015@gmail.com

**We welcome your participation in this
exciting conference and in the ASA!**

Follow the ASA on Twitter, @ASANewsOnline, for updates on the Annual Meeting

Instructions for Contributors

Further information at www.journals.cambridge.org/aee/ifc

The *Australian Journal of Environmental Education (AJEE)* provides a forum for the publication and dissemination of articles intended to further the research and practice of environmental education in all areas of formal and non-formal education. It seeks balanced and integrative accounts of practice, theory and research presented in written or graphic forms appropriate to the matters considered, the wide range of the journal's readership and the journal's intentions.

There are two broad categories of papers that will be considered for publication in *AJEE*:

1. The first category focuses on academic/research articles which should be 5,000 words in length (including references, tables etc). Where additional word length is warranted and clearly justified, extended papers will also be considered (up to 10,000 words). Contributions in this category may take the form of research or project reports, program evaluations or case studies of practice, critical essays relating to philosophical or policy issues, critiques of previously published articles, and literature reviews that are of relevance to environmental education. Theoretical essays or research reports should include a description of the practical application(s) of the ideas raised or tested, while reports of practice should contain an explanation of the theoretical foundation underlying the practice in question.
2. The second category is for shorter scholarly opinion/discussion/story/review pieces and abstracts of completed PhD, Masters and Honours theses in environmental education. These articles may be up to 3,000 words in length (including references, tables etc) and abstracts of these should be no longer than 750 words. Shorter book reviews will also be considered (up to 1,000 words). The editor is also actively encouraging special sections/issues working with guest editors. Please contact the editor with ideas and/or proposals.

Contributions presented in a variety of written or graphic forms are welcomed. Material in written form other than prose, or in graphic forms such as illustrations or photographic essays, should be accompanied by text clearly setting out its philosophical or practical origins and implications. All material should be clearly referenced to its sources.

All manuscripts will be reviewed by at least two members of the editorial board or invited referees with expertise in the relevant field. Selection of articles for inclusion in the journal will be based on these reviews.

Manuscripts are accepted for publication on the understanding that they have been submitted only to the *Australian Journal of Environmental Education* and that they have not previously been published. Authors are responsible for the factual accuracy of their papers and for obtaining permission to reproduce text or illustrations from other publications. Authors are also responsible for ensuring that the research reported on has been ethically conducted. Documentary evidence of this permission may be required.

Specifications for contributions

To be reviewed for possible publication in this journal all authors must follow the style and digital submission instructions. For full instructions please refer to journals.cambridge.org/aee/ifc

A short title of not more than thirty-four letters must be submitted with each manuscript. An abstract is also to be provided, no longer than 200 words. Authors should supply a minimum of five key words for referencing of papers.

Tables should be created in Word and included at the end of the manuscript Word document after the references. Figures, graphs, illustrations and photographs (but NOT Tables) should be prepared to the correct size and each one supplied as an individual file, separate to the manuscript Word file. Their approximate positions should be indicated in the text by the words, "Insert Table/Figure X here".

Footnotes should be avoided.

References should be listed alphabetically at the end of a contribution. Contributors should follow the specifications of APA (*Publication Manual of the American Psychological Association*, 2010, 6th edition). The following examples illustrate the recommended form for publications:

Australian Government Department of the Environment Water Heritage and the Arts. (2009). *Living sustainably: The Australian Government's National Action Plan for Education for Sustainability*. Canberra: Commonwealth of Australia.

Cutter-Mackenzie, A. (2009). Multicultural school gardens: Creating engaging garden spaces in learning about language, culture, and environment (special issue guest edited by D. Greenwood and M. McKenzie). *Canadian Journal of Environmental Education*, 14(1), 122–135.

Hart, P. (2003). *Teachers' thinking in environmental education: Consciousness and responsibility*. New York: Peter Lang.

Hillcoat, J. (1999). *Beyond the commodity: Meaning-making, sustainability and the self*. Unpublished PhD thesis, Queensland University of Technology, Brisbane, Australia.

Jickling, B., & Spork, H. (1998). Education for the environment: A critique. *Environmental Education Research*, 4(3), 309–327.

Selby, D. (2009). The firm and shaky ground of education for sustainable development. In B. Chalkley, M. Haigh & D. Higgitt (Eds.). (2009). *Education for sustainable development: Paper in honour of the United Nations Decade of Education for Sustainable Development (2005–2014)* (pp. 199–213). New York: Routledge.

When references are cited in the text, details of author(s) and year of publication should appear, for example (Cutter-Mackenzie, 2009; Jickling & Spork, 1998). Direct quotes should include author, year and page number, for example (Hart, 2003, p. 65).

Spelling should conform to *The Macquarie Dictionary*.

Non-sexist language should be used at all times, for example, humankind or people, chair or chairperson.

Digital submission of papers

Manuscripts, book reviews and editorial communications should be submitted via ScholarOne: <http://mc.manuscriptcentral.com/aee>

For details please consult the full instructions for contributors document available at: journals.cambridge.org/aee/ifc

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