The SoJo Journal

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EDUCATIONAL FOUNDATIONS AND SOCIAL JUSTICE EDUCATION

BRAD J. PORFILIO
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Editors

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California State University East Bay
Editor-in-Chief

Associate Editors
Nicholas D. Hartlep, Illinois State University
Lisa William-White, Sacramento State University

Assistant Editor
Jamila Guerrero-Cantor, California State University East Bay

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Style Guidelines

All manuscripts must adhere to APA sixth-edition format, include an abstract of 100-150 words, and range between 20–30 pages in length (including camera ready tables, charts, figures, and references). All manuscripts should be sent electronically to:

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Aims and Scope of Journal

The SoJo Journal: Educational Foundations and Social Justice Education is an international, peer-reviewed journal of educational foundations. The Department of Educational Leadership at California State University, East Bay, whose mission is to prepare and influence bold, socially responsible leaders who will transform the world of schooling, hosts the journal. It publishes essays that examine contemporary educational and social contexts and practices from critical perspectives. *The SoJo Journal: Educational Foundations and Social Justice Education* is interested in research studies as well as conceptual, theoretical, philosophical, and policy-analysis essays that challenge the existing state of affairs in society, schools, and (in)formal education.

The SoJo Journal: Educational Foundations and Social Justice Education is necessary because currently there is not an exclusively international foundations of education journal. For instance, three of the leading journal in education foundations journals (e.g., *The Journal of Educational Studies, British Journal of Sociology of Education, The Journal of Educational Foundations*) solicit manuscripts and support scholarship mainly from professors who reside in Britain and the United States. This journal is also unique because it brings together scholars and practitioners from disciplines outside of educational foundations, who are equally committed to social change and promoting equity and social justice inside and outside of K–16 schools.

Audience

The journal's audience is K–12 teachers, K–12 teacher educators, educational leaders, social activists, political economists, and higher education personnel across the globe. The journal is marketed to Educational Foundation, Teacher Education, and Educational Leadership programs, which have embraced the intellectual work of the various editorial members.

Peer Review Process of the Journal

All essays are subject to blind peer-review by a minimum of two external readers, in addition to an initial review by the editor-in-chief, the associate editors, and the assistant editor.