

The SoJo Journal

Volume 5–No. 1, 2019

SPECIAL ISSUE: COMMODIFICATION



***EDUCATIONAL FOUNDATIONS
AND SOCIAL JUSTICE EDUCATION***

BRAD J. PORFILIO
Coeditor-in-Chief

AZADEH OSANLOO
Coeditor-in-Chief

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*Educational Foundations
and Social Justice Education*

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California State University East Bay
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Associate Editor

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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:

Brad J. Porfilio
bradley.porfilio@sjsu.edu

Aims and Scope of Journal

The SoJo Journal: Educational Foundations and Social Justice Education is an international, peer-reviewed journal of educational foundations. The College of Education at Seattle University 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.

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