NAFSA’s Global Studies Literature Review

Call for Submissions

Issue #9: New Models and Emerging Perspectives in Global Education

Submission deadline: August 5, 2018

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NAFSA’s Global Studies Literature Review (GSLR) is an online journal of book reviews, review essays, and thought-provoking articles. The editors welcome submissions covering recent books and work in the interconnected fields of global studies and international education.

The last issue of the GSLR (Issue #8) addressed comparative issues to diversity and inclusion within global higher education. As the field of international education embraces these themes of inclusion and diversity, how does this stance influence our theoretical frameworks, pedagogies, and capacities in ways that contribute to a robust intercultural and equitable world? We invite submissions to Issue #9 of GSLR on the theme of “New Models and Emerging Perspectives in Global Education” as a way of expanding on the work highlighted in Issue #8 around diversity and inclusion. Contributions to this discussion in prior issues of the GSLR addressed conceptualizations of racial and ethnic identities in a globalizing world (Kahn 2014), the need for new models of social justice (Larson 2017), and the remodeling of the very notion of intercultural competence (Raby 2017; Thomas 2017; Frost 2017). The critical thinking and identification of challenges in these contributions suggest the value of exploring these issues in greater depth.

What are the new models and emerging perspectives being expressed directly within our own field of international education or related fields within academia, the arts, or social activism? What kernels of hope and/or alternative conceptions of intercultural dialogue, pedagogies, and social justice do these perspectives offer? How do perspectives outside the European-North American framework, particularly from the Global South, enhance our theoretical constructs and models of global learning?

These emerging new perspectives need not be fully developed concepts or paradigms; they may be found in poetic, visual, or multimedia expressions, or they may be observed in new modes of global social activism such as the #MeToo movement. We may also find these emerging perspectives in practices and identified in publications suggested for review here, including Streitweiser and Ogden’s (2016) work on scholar-practitioners; Proctor and Rumbley’s (2018) exploration of “next generation insights”; or de Wit, Gacel-Ávila, Jones, and Jooste’s (2017) collection of emerging voices and perspectives. Several of the volumes included in this list highlight African experiences: Braidotti et al. and Shefer et al. (both forthcoming 2018) represent intersectional, feminist, and student activism from South African experiences; Ssempewwa et al. (2017) present innovations within African higher education; Albaugh and de Luna (2018) examine linguistic change...
in Africa; and Ndlovu-Gatsheni’s work (2018) highlights the role of power and knowledge in the epistemological assumptions in global higher education.

As the editors of the GSLR, we are proud to see our modest contribution to scholarship in the field of international education lead to such discussions. We value hearing from those of you who await our annual release of reviews of new publications provided by engaged members of our profession. It is rewarding to see this work develop in ways that value the cultural contributions of a diverse world community.

GUIDELINES FOR SUBMISSION:

1. Book review articles compare and review 3–5 books in a short essay format of 1,000–1,200 words, but no more than 1,500 words. The article should address the relevance of the books to the field of international education and should draw upon the reviewer’s expertise in the topic. These articles should be conceived as thought pieces, challenging or analyzing theories and practices.

2. Book synopses are short reviews of individual books. Synopses are between 400–500 words. Synopses should address a few questions or ideas of relevance to international educators and relevant to the aforementioned theme.

3. Text must be submitted in Microsoft Word, double-spaced in 12-point font.

4. Please adhere to NAFSA style guidelines based on the Chicago Manual of Style. References to other work should be provided in the text (author date), with the full citation provided at the end of the article in the References list. Footnotes or endnotes are discouraged.

5. Submissions should be sent to GSLR@nafsa.org by August 5, 2018.

6. Contributors are welcome to discuss review article ideas with the editorial team at GSLR@nafsa.org.
Suggested Publications for Review

I. INTERNATIONALIZATION AND HIGHER EDUCATION


II. INTERNATIONAL AND COMPARATIVE EDUCATION


### III. CRITIQUES AND REFORM OF HIGHER EDUCATION


### IV. INTERCULTURAL COMMUNICATION AND LANGUAGE EDUCATION


V. INTERNATIONAL EDUCATION AND STUDENT AFFAIRS


VI. GLOBAL ISSUES: FOREIGN POLICY AND POLITICAL ECONOMY


VII. SOCIAL JUSTICE AND HUMAN RIGHTS


### VIII. ACADEMIC TEXTS IN RELATED DISCIPLINES

