

Journal of Educational Media, Memory, and Society

Information for Contributors

The *Journal of Educational Media, Memory, and Society* explores perceptions of society as constituted and conveyed in processes of learning and educational media. The focus is on various types of texts (such as textbooks, museums, memorials, films) and their institutional, political, social, economic, and cultural contexts. The construction of collective memory and conceptions of space, the production of meaning, image formation, forms of representation, and perceptions of the “self” and the “other”, as well as processes of identity construction (ethnic, national, regional, religious, institutional, gender) are of particular interest. Special importance is given to the significance of educational media for social cohesion and conflict. The journal is international and interdisciplinary and welcomes empirically-based contributions from the humanities and the social sciences as well as theoretical and methodological studies.

SUBMISSION OF ARTICLES

All submitted articles should be original works and not concurrently under consideration by any other publication.

They should be sent in either Microsoft Word .doc or .rtf format as e-mail attachments to journal@gei.de.

Articles should be no longer than 7,000 words (including endnotes, although longer articles might be considered) and include a 100-word abstract and six to eight keywords. The files themselves should be formatted as US Letter, with one-inch margins, double-spacing, and twelve-point Times font throughout. Additionally, diacritics should be highlighted, as they might not import correctly during typesetting.

Contributors also should include a cover page with institutional affiliations and a complete mailing address (including phone and fax numbers and an e-mail address).

Style

The *Journal of Educational Media, Memory, and Society* style guide is based on the *Chicago Manual of Style*, 14th and 15th editions, with occasional deviations based on the publisher’s preferences. The journal uses American English punctuation and spelling, according to *Merriam-Webster’s Collegiate Dictionary* or the *American Heritage College Dictionary* (italicize non-English words throughout that do not appear romanized in these dictionaries).

- Headings should be bold with initial caps, and subheadings should be italicized bold with initial caps (neither should be enumerated).
- For quotations, keep the same capitalization, spelling, and punctuation as the original. Use double quotation marks (single quotation marks are for quotations within quotations only). Quotations that exceed fifty words should be separated as an extract of indented block text without quotation marks.
- Dates should be written as such: ‘26 January 1988.’ Also, ‘nineteenth century,’ not ‘19th century.’
- Use words instead of numerals for numbers that are less than 100, and numerals otherwise (except for percentages: ‘percent,’ not ‘per cent’).
- Use ‘from 1924 to 1928,’ not ‘from 1924–1928’
‘between 1924 and 1928,’ not ‘between 1924–1928.’
- Use periods in abbreviations (e.g., U.S.A., U.K., G.D.P., U.N.O, Mr., Dr. Eds., Ltd.),
except for measurements (e.g., mm, kg, cm) and acronyms (e.g. UNESCO, IMF).
- Use ‘-ize’ instead of ‘-ise.’

Figures / Tables

All figures (photos, graphs, maps) and tables should be in separate files; only placement indicators should be included in the articles themselves. Figures and tables should be numbered consecutively (e.g., Figure 1, Figure 2, Figure 3; not Figure 1a, Figure 1b, Figure 1c). Figures should be approximately 4 x 4-inches and in TIFF (300 dpi resolution) or EPS (800 dpi resolution) format. All figures should include captions.

References - Endnotes

Notes should be kept to a minimum, but must include all works consulted by the author. All notes should be endnotes (and not footnotes).

The short-title system is used for references and follows the notation of the *Chicago Manual of Style*.

The first reference to any work must provide full bibliographic information, including the subtitle, if any, which should be separated from the title by a colon (for books published in English). Subsequent references may be abbreviated.

Examples of References

BOOK

INITIAL CITATION

1. Roy G. Wagner, *The Invention of Culture* (Chicago: University of Chicago Press, [1975] 1981), 46.

SUBSEQUENT CITATIONS

3. Wagner, *Invention of Culture*, 112.

6. *Ibid.*, 145-169.

TWO AUTHORS

INITIAL CITATION

8. Alexia Bloch and Laurel Kendall, *The Museum at the End of the World: Encounters in the Russian Far East* (Philadelphia: University of Pennsylvania Press, 2004), 120.

SUBSEQUENT CITATIONS

11. Bloch and Kendall, *The Museum*, 120.

CHAPTER / ESSAY IN A BOOK

INITIAL CITATION

12. Arjun Appadurai, "Global Ethnoscapes: Notes and Queries from a Transnational Anthropology," in *Recapturing Anthropology*, Richard Fox, ed. (Santa Fe, NM: SAR Press, 1991), 191-210.

SUBSEQUENT CITATIONS

18. Appadurai, "Global Ethnoscapes," 200.

ARTICLE IN A JOURNAL

INITIAL CITATION

19. André Gingrich, "Neo-Nationalism and the Reconfiguration of Europe," *Social Anthropology* 14, no. 2 (2006): 197.

SUBSEQUENT CITATIONS

21. Gingrich, "Neo-Nationalism," 204.

TRANSLATIONS

INITIAL CITATION

28. Theodor W. Adorno and Walter Benjamin, *The Complete Correspondence, 1928-1940*, trans. Nicholas Walker (Cambridge, MA: Harvard University Press, 1999), 78.

SUBSEQUENT CITATIONS

30. Adorno and Benjamin, *Complete Correspondence, 1928-1940*, 104.

ARTICLE IN A NEWSPAPER OR POPULAR MAGAZINE

INITIAL CITATION

31. Eric C. Fontanelle and Valerie Mandible, "Iron Despair: Postwar Bewilderment," *World Spectator*, 6 April 1951, 12.

SUBSEQUENT CITATIONS

35. Fontanelle and Mandible, "Iron Despair," 15.

PAPER READ AT MEETINGS

INITIAL CITATION

36. Peter Schweitzer, "Rediscovering a Continent: Siberian Peoples and the Hunter-Gatherer Debate" (paper presented at the Seventh International Conference on Hunting and Gathering Societies, 1993).

SUBSEQUENT CITATIONS

37. Schweitzer, "Rediscovering a Continent."

DISSERTATION

INITIAL CITATION

40. John Downer, "Necessity and Knowledge in the Later Philosophy of Wittgenstein" (PhD diss., University College of North Wales, 1975), 124-128.

SUBSEQUENT CITATIONS

42. Downer, "Necessity and Knowledge," 155.

INTERNET / WORLD WIDE WEB SITES

INITIAL CITATION

47. Evanston Public Library Board of Trustees, "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach," Evanston Public Library, <http://www.epl.org/library/strategic-plan-00.html> (accessed 30 May 2001).

SUBSEQUENT CITATIONS

49. Evanston Public Library, "Strategic Plan, 2000-2010."

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