

*Citizenship Teaching and Learning – Special Issue*

**Theme: History and Citizenship Education: International Perspectives and Promising New Directions**

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In a number of jurisdictions around the world citizenship and history education have been regarded as separate subjects despite clear areas of overlap in terms of educational purposes and specific content; indeed, these disciplines have sometimes been described as being at war. More recently, scholars and practitioners in Australia, the United States, England, and Canada (to name a few) have begun to explore the possibility of closer curricular connections between the two areas.

The purpose of this issue is to bring together scholarship on new and innovative interconnections between history and citizenship education across a range of jurisdictions. Proposals are welcome from those who wish to explore the promising aspects of these connections or others who wish to raise critical questions about them.

The editors are seeking contributions from a range of international jurisdictions that explore themes such as:

- The relationship between history and citizenship education in policy and practice
- Current debates/issues related to history and citizenship education
- Current and/or innovative practice in history and citizenship education
- Future possibilities for collaboration between history and citizenship education
- Research connecting history and citizenship education
- Examples of history and citizenship education that occur outside of 'traditional' boundaries, such as memory work, museum studies, etc.
- Identity politics, history and citizenship

Submissions of 6000 words or less (including references) are welcome. The deadline for receipt of submissions is 15 April 2011 and the issue will be published in March 2012. Submissions should be e-mailed to: [asears@unb.ca](mailto:asears@unb.ca)

A study guide is available on the journal website at <http://www.intellectbooks.co.uk/journals/view-Journal,id=193/>