Call for Submissions International Higher Education and Disability Organisation Special Issue:

“Disability is everywhere, once you begin looking for it,” Douglas Baynton has written, “but conspicuously absent in the histories that we write.”

About the Publication:
This special issue of *International Higher Education and Disability* will render disability more noticeably present in higher education. It hopes to be a space for voices to be heard on the topic of disability at Harvard University. As such, we encourage individuals with disabilities at Harvard as well as allies to submit pieces of their work. The editors plan to publish submissions alongside an introductory editorial article.

We are interested in *any form* of writing or art that speaks through the lens of disability and/or disability studies. We are seeking a mixture of personal narratives, written and visual art, academic writing. However, we are purposefully leaving the format relatively open and so ‘academic writing’ can take the form of a research paper, a literature review, a biography, a policy review, etc.

Submission deadline and instruction:
- The deadline to submit papers is **FEBRUARY 1st, 2019**.
- For personal narratives, we are looking for texts up to 1500 words, and for academic writing we are looking for an upper limit of 2500 words, following APA referencing guidelines. Bibliography/references will be excluded in the word count.

Topics and format may include, but are not limited to:
- Any form of personal narrative about disability.
- Written and visual art, such as poetry, relating to disability studies.
- The history of special education: its structures, legislation and case law, finance, teachers, curriculum and pedagogical methods, and technological aids.
- Approaches that follow the “new disability history” and take up disability as a justification for inequality along lines of race, gender, sexuality, class, and other identities; or, as a common metaphor for incapacity, incompetence, or brokenness in education.
- Biographical studies of people with disabilities in educational contexts: pupils, teachers and other professionals, children and adults.
- Scholarship on policy and disability in a U.S. context as well as an international context.
- Case studies of institutions or movements —disability in the classroom; in the formal and informal lessons in hospitals, community institutions, and higher education; in the consciousness-raising spaces of political movements.
- Scholarship that draws on a “critical disability studies” approach in the social sciences, more traditional social histories, or other work from the range of theoretical or methodological traditions.
- Multiple submissions from one author are welcome.
○ Send submissions to nikitaandersson@gse.harvard.edu
○ In the body of the email, include the following information: (1) your full name, (2) full article title, (3) article type (e.g., personal narrative, literature review, research article), (4) your email address.
○ We look forward to reviewing your submissions!

**Logistics and support:**

- If you have any questions regarding the format or content, please feel free to contact IHED: [misokwak@gse.harvard.edu](mailto:misokwak@gse.harvard.edu) or [nikitaandersson@gse.harvard.edu](mailto:nikitaandersson@gse.harvard.edu)
- For personal narratives, we are looking for texts up to 1500 words, and for academic writing we are looking for an upper limit of 2500 words, following APA referencing guidelines. Bibliography/references will be excluded in the word count.
- If you are interested in writing a personal narrative, and you are looking for further coaching on putting together your story please contact [hanneen_abdo@gse.harvard.edu](mailto:hanneen_abdo@gse.harvard.edu)

We look forward to reviewing your submissions!