

Calls for Papers: 2025 Special Issue, Yesterday & Today Journal

10 years into the #MustFall Moment: Where are we in terms of responding to the Fallists' demands within History (of) Education? What are the challenges and successes? Where are we headed and who is taking us there? (Working title)

Special Issue editors

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Overview

The year 2025 marks the 10th anniversary of the Fallist Movement, a Black student-led movement, in our public universities in post-apartheid South Africa. This movement called for the decolonisation, and by extension, the Africanisation of the university, its curriculum (i.e. content knowledge or subject matter), the pedagogical orientations used to teach, as well as the assessment strategies often employed to assess the knowledge or content taught. Other demands made by the movement include, but are not limited to, the call to fight subtle and overt racism, harassment, discrimination, white privilege, cognitive, epistemic, existential, and ontological violence, the alienating and marginalising institutional culture, and others. Although the core focus of the movement was higher education, scholars such as Maluleka (2021) have since argued that those demands were also extended to basic education as a whole, and the need to encompass school history in particular, even though the movement did not make this explicit in their protests.

The unfolding of these demands has taken place alongside the work of the History Ministerial Task Team, appointed in 2015. Their Report of 2018 suggests the development of a more African centred curriculum, which holds exciting possibilities for school history. However most history teachers and history education scholars have not been part of this process. There are complex power dynamics at play. What does this mean for a history influenced by the student #MustFall movements?

Therefore, this Special Issue seeks to present a critical examination of our responses,

that is, those of us involved in History (of) Education, in relation to the demands made by the protesting students in 2015 – 2016; the demands that they as different cohorts of students move through the academy, continue to make to the present.

Potential themes

In should be noted from the onset that the themes below are only intended to spark or stimulate thinking and rethinking from contributors. They are not meant to exhaust the scope potential contributions, perspectives/orientations, and approaches of contributors.

- Decolonising and Africanising curriculum knowledge.
- Decolonial and Africanised pedagogies.
- Decolonial and Africanised assessment strategies.
- Race, class, gender, intersectionality in the history curriculum and in the classroom.
- The History Ministerial Task Team's ongoing work: process, participation and product.
- Towards the centring of Lesbian, Gay, Bisexual, Transgender, Intersex, Queer/Questioning, Asexual, and many other terms (LGBTIQA+) histories in the school history curriculum.
- The role of environmental history in a decolonised and Africanised school history curriculum.
- Indigenous Knowledges and conceptions of history, and the potential of these in the classroom.
- The chronologies of history in the curriculum: is colonisation still defining our thinking?
- The intersection between content and pedagogy as a decolonial nexus .
- Decolonising and Africanising in the face of a resource crisis: what is possible in our schools .
- Doing history, Oral History Research project as a tool To Africanise or decolonise history content.
- Using traditional games to teach History themes.
- Using poetic inquiry as a method of doing the Oral History Project.
- Interdisciplinary approaches that draw insights from fields such as education, history, sociology, visual and performing arts, among others.

- Internationalization and decolonization that explores the intersections and tensions between internationalization and decolonization in basic education and higher education.
- Comparative analyses that compare the decolonization efforts in South Africa with similar movements or initiatives in other parts of the globe.

Submitting to this Special Issue

- Call to submit abstracts – 1st of August 2024
- Editors' response to abstracts submitted – 31st of October 2024
- Submission of full manuscripts – 3rd of February 2025
- Reviewing process – 3rd of February to 30th of April 2025
- Corrections by contributors (peer review) – 1st of May to 31st of July 2025
- Editors' response to the contributors' corrections – 1st of August to 30th of September 2025
- Contributors' response to our editors' comments 1st to 31st of October 2025
- Language editing by the Journal – 1st to 30th of November 2025
- Publication - December 2025

Please submit your abstracts and then your full manuscripts to: malulp@unisa.ac.za and sarah.godsell@wits.ac.za, paul.hendricks@wits.ac.za, mohau.soldaat@ul.ac.za.

Template guidelines for writing an article for Yesterday & Today

1. **Font type:** Times New Roman.
2. **Font size in body text:** 12pt.
3. Author's details: Provide the following in 10pt:
 - Initials and surname
 - Institutional affiliation
 - City and country of institutional affiliation
 - Emails address
 - Orcid number

Example:

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4. **Abstract:** The abstract should be placed on the first page (where the title heading and author's particulars appear). The prescribed length is between a half and three quarters of a page.
 - The heading of the Abstract: Bold, italics, 12pt.
 - The abstract body: Regular font, 10pt.
5. **Keywords:** The keywords should be placed on the first page below the abstract. The word '**Keywords**': 10pt, bold.
 - Each keyword must start with a capital letter and end with a semi-colon (;).
 Example: Meters; People; etc. (A minimum of six key words is required).
6. **Title of the article:** 14pt, bold.
7. **Main headings in article:** 'Introduction' – 12pt, bold.
8. **Sub-headings in article:** '*History research*' – 12pt, bold, italics.
9. **Third level sub-headings:** '**History research**': – 11pt, bold, underline.
10. **Footnotes:** 8pt, regular font; BUT note that the footnote numbers in the article text should be 12pt.
 The initials in a person's name (in footnote text) should be without any full stops.
 Example: LC du Plessis and NOT L.C. du Plessis.
11. **Body text:** Names without punctuation in the text. Example: "JC Nkuna said" and NOT "J.C. Nkuna said".
12. **Page numbering:** Page numbering in the footnote reference text should be indicated as follows:
 Example: p. space 23 – p. 23. / pp. 23-29.
13. **Any lists** in the body text should be 11pt, and in bullet format.
14. **Quotes from sources in the body text** must be used sparingly. If longer than 5 lines, it must be indented and in italics (10pt). Quotes less than one line in a paragraph can be incorporated as part of a paragraph, but within inverted commas; and NOT in italics. Example: An owner close to the town stated that: "the pollution history of the river is a muddy business".
15. Quotes (**as part of the body text**) must be in double inverted commas: "...and she" and NOT '...and she'.
16. **Images: Illustrations, pictures, photographs and figures:** Submit all

pictures for an article in jpeg, tiff or pdf format in a separate folder, and indicate where the pictures should be placed in the manuscript's body text. All visuals are referred to as Images.

Example: **Image 1: 'Image title'** (regular font, 10pt) in the body text.

Sources of all images should also be included after the 'Image title'.

Example: **Source: 'The source'** (regular font, 9 pt). Remember to save and name pictures in the separate folder accordingly.

Important note: All the images should be of good quality (a minimum resolution of 200dpi is required; if the image is not scanned).

17. Punctuation marks should be placed in front of the **footnote numbers** in the text.
Example: the end.1 **NOT** ... the end1.
18. **Single and left spacing** between the sentences in the footnote.
19. **Dates:** All dates in footnotes should be written out in full. Example: **23 December 2010; NOT 23/12/2010 [For additional guidelines see the Yesterday & Today Reference guidelines].**
20. Language setting in Microsoft Word as **English (South Africa); do this before starting with the word processing of the article.** Go to 'Review', 'Set Language' and select 'English (South Africa)'.

About the Journal

Yesterday & Today is a national accredited and open-access journal for research in especially the fields of History Education, History in Education, and the History of Education and where research related findings are applied to improve the scholarly knowledge in these fields. With the University of Pretoria as custodian, this Journal is edited and published under the auspices of the Department of Humanities Education, the Faculty of Education, the University of Pretoria in South Africa in conjunction with The South African Society for History Teaching (SASHT).

The objective of the journal is to publish research in the fields of History Education, History in Education, and the History of Education and where research related findings are applied to improve scholarly knowledge in these fields.

The primary area of interest is History Education, History in Education, and the History of Education in a South African and African context. However, research regarding international trends from outside Africa are also accommodated.

The journal was started to encourage the development of history as a school subject

and aims to involve historians, methodologists, educationists, history teachers and learners. The title was originally *Historia Junior (South Africa)* (1956–1980). As from 1981, the journal was known as *Gister en Vandag: Tydskrif vir Geskiedenisonderrig*. In 2006 the journal changed its name to *Yesterday & Today*. Articles are published in English.

The journal is published biannually in July and December.

The abbreviated key title is *Yesterday & Today*.

The websites of the Journal are: (<http://www.sashtw.org.za> follow the “publications link”), <http://www.scielo.org.za/yesterday&today> and <http://dspace.nwu.ac.za/handle/10394/5126>) and the https://upjournals.up.ac.za/index.php/yesterday_and_today website.

Selected References

Maluleka, Paul. (2021). Fallism as Decoloniality: Towards a Decolonised School History Curriculum in Post-colonial-apartheid South Africa. *Yesterday and Today*, (26), 68-91.