



## CALL FOR PROPOSALS

### INTERNATIONAL STANDING CONFERENCE FOR THE HISTORY OF EDUCATION (ISCHE 33)

July 26 - 29 de 2011, San Luis Potosí, México

#### STATE, EDUCATION AND SOCIETY NEW PERSPECTIVES ON AN OLD DEBATE

The Bicentenary commemoration of the Independence movements of Latin American nations and more broadly of the Atlantic World, frame the theme of ISCHE 33. Latin American realities and debates challenge the image of *Nations* as "Imagined Communities" and of *States* intent upon forging a citizen body. For over two centuries of political upheaval, civil war and revolutionary movement, both political and civil groups recovered cultural traditions that predated formal Independence and generated new initiatives and cultural movements that shaped the educational legacy of the region.

Research in the history of education has questioned long-standing certainties, including the weight of the State as sole bearer of power, able to provide and regulate a nation's education. Studies show that educational systems, far from guaranteeing uniform schooling, have organized diversity and reproduced inequalities, by channeling economic and symbolic capital through different institutions, separating categories of class, region, gender, religion, ethnicity, race, generation and ability. Recent perspectives further reshape official history by incorporating the multiple cultural and social movements that either buttressed or defied hegemonic projects. Research uncovers an array of actors-civil, religious and economic corporations, families, communities and parties-as they have converged or contended around the social construction of education. New studies highlight national and international organizations that provided resources and models for education, in a tense system of unequal exchange and unforeseen appropriation.

As a result, we may regard educational institutions as nodes in a dynamic network, embedded in unequal power relationships and transformed through processes of imposition, exchange, negotiation and resistance among multiple social and political actors. Through these networks, pedagogical theories, methods and technologies are mobilized and combined to regulate and rationalize educational processes, but also to produce new forms of organization and liberation of societies. This perspective may thus redress the imbalance in understanding the distribution of knowledge and power among both the governing and the governed.



Centro de Investigaciones  
y Estudios Superiores en  
Antropología Social





We propose the following issues.

**1. Rethinking the relationship: society, state and education**

How has historical thought and research approached the ways different political and social actors have built, imposed, negotiated, adopted or resisted hegemonic models of education?

**2. Citizens: imagined and socially constructed**

How have public institutions and social organizations educated citizens through formal and informal processes and how have citizens themselves adopted, debated or proposed alternative educational projects?

**3. Tensions surrounding educational laws and norms**

How have States legislated, regulated and controlled educational practices and how have different sectors of society proposed, appropriated and resisted educational norms and practices?

**4. Subjectivities and the choreographies of schooling**

How have the changing spaces, times and social arrangements of schooling disciplined bodies, regulated subjectivities, distinguished genders and transformed identities?

**5. Boundaries and borders in education**

How have different actors used educational texts and practices to establish, maintain or traverse borders separating nations, regions, races, classes, ethnicities, abilities and genders, as well as knowledges and disciplines?

**6. States and religious organizations**

How have States and religious organizations collaborated or confronted each other in the provision of education and the representation of national traditions?

**7. Representations of Independence and of social movements**

How have founding moments, liberation struggles or revolutionary movements been represented in school texts and rituals in different nations and periods?

**8. Scientific and technological developments in education**

How have educational institutions promoted, adopted or rejected scientific and technological developments, influencing the economic and cultural configurations of a nation?

All submissions should be sent by e-mail to [ische33@gmail.com](mailto:ische33@gmail.com)

Proposals of 500 words maximum, and a short CV of no more than half page including a list of relevant publications, must be submitted in English.



The submission deadline for ISCHE 33 Conference is December 31, 2010.

Submissions should include the following information:

- Name of proposer(s)
- Title and academic position
- Organizational affiliation
- Mailing address
- Email address
- Title of the paper
- Abstract (max. 500 words, in English)
- Thematic issue to be included.
- Language of presentation (English, French, German, Portuguese, Spanish)
- Technical equipment required.
- Short CV

The scientific committee will evaluate the proposals. The authors will be informed about the acceptance of their papers by March 15, 2011.

Official ISCHE Conference languages are English, French, German, Portuguese and Spanish.  
Later we will be sending information from special website for ISCHE 33

General coordination of ISCHE 33 Conference

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