

CfP: Rethinking the Social in the History of Education

Guest editors: Johannes Westberg and Franziska Primus

For this ISCHE 42 conference issue, we encourage researchers to address and rethink what the social means for us as historians of education today. Currently, there is a range of societal and cultural developments that affect the discipline of history of education, including globalization, climate change, increasing social inequality and the rise of far-right populism. We also see a range of social movements addressing a variety of major political issues (#metoo, school strikes, anti-racism movements). These developments raise further questions regarding what kind of history of education research is and will be relevant in the twenty-first century.

In the twentieth century, social history stressed the importance of social and economic structures and processes, and dealt with questions concerning demography, kinship and social classes. Since the 1960s, it has expanded the horizons of historical research to include collective mentalities, social movements and social protests. In the field of history of education, social historical approaches have prompted investigations that (critically) examine the relationship between school and society while shedding new light on the interaction between education and social class, family life, gender, minorities and economic structures. As such, social history has interrogated and challenged studies written from the perspective of political and legal history and instead promoted grassroots histories of teachers, children, students and parents. As a result, social histories of education have promoted interdisciplinary tendencies, an emphasis on the realities and experiences of non-elite groups, as well as an interest in quantitative data and a wider range of sources.

In the last decades, the field of educational history has continued to change. In terms of theoretical approaches and topics, history of education has expanded significantly through a range of so-called “turns” as part of a cross-fertilization with neighbouring disciplines or strands of research. We have seen a constant widening of research interests to include fields such as global, postcolonial and environmental history of education, and the social and entangled histories of knowledge, emotions, memory, materiality, spatiality, technology, corporality and visual culture. In addition, the possibilities offered by digital history are still being discovered and the opportunities of analysing big data pose important questions and challenges for future research in history of education. The implications of such developments for concepts such as “social”, “from above”, and “from below” remain largely uncharted.

Invitation

The editors invite conference participants at the ISCHE 42 to submit papers that rethink “the social” in history of education by (re-)addressing important cultural, technological, legal, economic, political, theoretical and methodological issues. We welcome the submission of papers that promote the development of the concept of “the social” in history of education in as yet unexplored ways through case studies and/or theoretical and methodological reflections.

Deadline for paper submissions – that adhere to the author instructions of *Paedagogica Historica* – is December 15, 2021. Submit your paper via Manuscriptcentral, <https://mc.manuscriptcentral.com/cpdh>

For questions regarding the content of this call, please email Johannes Westberg, b.a.j.westberg@rug.nl